609. Report on Public Instruction in British Burma for the year 1876-77. Rangoon 1877.

VII 71

PUBLIC

BRITISH BURMA

FOR

The year 1876-77.

Rangoon:
PRINTED AT THE GOVERNMENT PRESS.
1877.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

BRITISH BURMA

For the year 1876-77.

Extract from the Proceedings of the Chief Commissioner, British Burma, in the General Department,—No. 425, dated Rangoon, the 31st December 1877.

READ—

Report on Public Instruction in British Burma for the year 1876-'77.

RESOLUTION.—The work of the Education Department during the past year has been energetic and prosperous. The field of its operations has been largely extended, especially in the direction where extension was most desirable,—that of primary instruction; and there are substantial indications of vitality and growth in every part of the system now fairly established in the province. In the machinery of the Department there has been but little change. A Government middle-class school has been opened at Sandoway; the Anglo-Vernacular cess school at Kyan-gheen has been closed and replaced by a Vernacular cess school at Yea-gheen; two private schools of some importance at Rangôon and Tsanyuay, and the American Baptist Mission girls' school at Prome, have been closed; aid has been given to two girls' schools in Rangoon; reform introduced in the management of the Book depôt; and the control of local competitive examinations placed in the hands of the Central Board of Examiners. Such are the new measures of the year, as enumerated by the Director. A proposal has, it may be added, been made for the substitution of another Inspector of Schools for two of the present Deputy Inspectors; and since the close of the year it has received sanction for the present as an experiment only. The most gratifying part of the report is, perhaps, that in which are recorded the results of the various examinations held throughout the year. From this, it is manifest that the Education Department is really exercising a beneficial influence, and that

the standard of scholarship in schools brought into connection with it is surely, if slowly, improving. This is especially the case in those of the higher class. During the past year, for the first time, success has been obtained in the Calcutta University Entrance examination by two candidates, boys from the High School, wholly educated in Burma. In the High School Entrance scholarship examination, too, a marked improvement over the previous year was observed in the attainments of those who presented themselves; and throughout the country, so far as can be judged from the results of inspection, the efforts made during the past few years to introduce a sounder and more practical course of study are beginning to bear good fruit. Satisfactory, however, as this progress is, it loses much of its importance by comparison with what has yet to be achieved before the province can be considered to have reached a creditable position in regard of education. However admirable the indigenous schools of the country may be, and however wide their influence, the knowledge which they disseminate is admittedly of the most rudimentary character; while higher education, properly so called, can scarcely be said to exist outside the small class not long formed at the Rangoon High School. The latter deficiency, again, is attributed to the low average as yet attained in knowledge of English, which was illustrated last year by the difficulty of finding students capable of being taught law or medicine through that medium; and until middle class education is diffused much more extensively than at present, the expediency of devoting much attention to any higher studies is more than doubtful.

2. The following is an epitome of the statistical returns:— The number of Government schools increased during the year from 26 to 27, that of Missionary schools under supervision decreased from 33 to 32, and the number of inspected schools of all classes was 1,251, against 1,147 in the previous year,—an increase of 104. These schools were attended by, altogether, 47,787 pupils, or 1·64 per cent. of the population, which was an increase of 9,340 scholars, or ·03 of the population. This is especially gratifying, because last year the entertainment of three additional Deputy Inspectors was not followed by any corresponding activity of inspection; and the wisdom of the measure, which then appeared open to doubt, is vindicated by the above figures. The expenditure of 1876-77 exceeded that of the previous year by Rs. 47,083, or a little over Rs. 5 for each additional pupil brought under Government superintendence,—

not an excessive cost, considering that, on an average of the whole, the cost of each pupil educated is somewhat over nine rupees. The following is a summary of the statistics of attendance at the several classes of schools during the past five years:—

Year.	Schools, Government and Aided.				Pupils.			
	Government.	Missionary.	Others.	Total.	Government.	Missionary.	Others.	Total.
1872-73	7	14	8	29	519	1,677	621	2,817
1873-74	21	24	936	981	1,147	1,791	23,680	26,618
1874-75	24	27	1,143	1,194	1,945	2,091	28,991	33,027
1875-76 ..	26	33	1,147	1,206	2,197	2,824	33,426	38,447
1876-77	27	32	1,251	1,310	2,237	3,378	42,172	47,787

In Government and Missionary schools, the increase in the number of pupils was 40 and 554 respectively; while in other inspected schools it was 8,746. In every class of schools the average number of pupils in each increased—in Government schools, 1·4; in Missionary schools, 17·3; and in other (*i. e.*, Indigenous) schools, 6·9. The continued growth of Missionary schools may be accounted for, at least in part, by the large additional aid afforded them by Government. In indigenous schools, where, as a rule, no registers are kept up, it would be interesting to know how the number of scholars is estimated; but if there is no reason, to doubt their general correctness, the conclusion to which they lead is that the difficulties of Government interference with these lay and monastic institutions are gradually being overcome, and that the indigenous schools under Government supervision are growing in popularity.

3. The gross expenditure during the year in connection with the department was Rs. 4,34,870, of which Rs. 3,14,563 was borne by Government, and the remaining Rs. 1,20,307 collected from other sources. Government schools provided education for 2,237 pupils, and 45,550 more were at schools more or less under its control. The average cost of each of these scholars was a little over nine rupees, or about one rupee less than last year. The observations made by the Chief Commissioner last year on the subject of expenditure scarcely

appear to have received the attention to which they were entitled. The cost of the department has continued to increase largely, although the increment of 1876-77 (Rs. 24,469, or, including expenditure from private sources, Rs. 47,083) is somewhat less than that of 1875-76, which was Rs. 37,927 (or, including expenditure from private sources, Rs. 55,397), and notwithstanding retrenchments under the head of female education of Rs. 2,980, under that of building grants-in-aid of Rs. 8,659, and under that of miscellaneous of Rs. 4,333. Nor can it be said that the growth of expenditure is altogether justified by the extended usefulness of the department, for much of the additional expense has not been profitably distributed. The following are the main items of the increased cost to Government:—

	Rs.
Inspection	2,875
Aided higher class schools	8,900
Government middle class schools	10,259
Aided middle class schools	1,570
Government and Aided lower class schools	1,694
Scholarships	2,072
Prizes	6,088
Vernacular newspapers	1,449
Book Depôt	6,323
Medical classes	1,619
Construction and repair of Government school-houses ...	1,000
Boarding Departments at Akyab and Moulmein ...	1,358

The total of these items is Rs. 40,202; and of this, it will be observed, at least one-half was devoted to fostering non-indigenous schools. Looking to the very restricted area within which the utility of this class of schools is confined, and to the comparatively small return which they shew for enlarged benefits bestowed upon them, the direction of so much of the increased energy and resources of the department into this channel can scarcely be viewed with approbation. The main object to be aimed at with respect to education in this province, is not to impart a high degree of scholarship to a few, but to improve the instruction given throughout the country at large, and to diffuse it over as wide an area as possible. It has long been acknowledged that in Burma this can best be done through the instrumentality of the indigenous vernacular schools. The figures above quoted clearly point out the direction in which there is most room for the financial reform now urgently needed in the department. The Chief Commissioner would be sorry to think that, in the efforts which have been made to promote the study of English, and to satisfy the demand which exists for it in most large towns, vernacular

education has not received its fair share of attention, and that the population of towns has been favoured at the expense of that of rural localities which bear an equal share of the burden of taxation. He has taken every opportunity of impressing upon all classes of teachers that the expansion of education in Burma must be from the primary schools through the middle class and district schools to the High School in Rangoon, and the prominent attention devoted to the few, with the object of attaining a position in the high classes of the chief school in the province or distinction at the Calcutta University, is a delusive and disappointing effort, which re-acts injuriously upon the general interests of education.

4. The indigenous schools of the province are under the supervision of nine Deputy Inspectors, most of whom have more than one district in their charge. Some few schools receive aid in the form of trained assistant masters; and the aid given in all others is that of rewards to pupils and teachers for merit ascertained by examination of the former. Although this system has not been many years in force, it would appear to have already exercised a beneficial influence, for the number of pupils qualified for prizes is so much greater than in former years that it has been found desirable to raise the standards originally laid down. The total number of schools inspected was 1,246, and in these there were 41,917 pupils. In the previous year, the corresponding figures were 1,142 and 33,090 respectively. This extended area of inspection is perhaps the most satisfactory feature of the year under review. The number of pupils who gained prizes increased from 3,851 to 4,527, and that, too, notwithstanding that the examinations appear to have been everywhere more stringent than formerly. The Deputy Inspectors have, in fact, found it impossible, with the funds at their disposal, to distribute rewards according to the strict letter of the standards now in force. A detailed comparison of the results of examinations in 1876-77 and the previous year is therefore less favourable to the former than it really should be. Even apart from this, however, the figures go to confirm the conclusion that the instruction given in indigenous schools is really improving in quality; and if this improvement can be confirmed by the introduction of a thorough and systematic grounding in the rudimentary instruction of our primary schools, though there may be not much to shew at first, the results will be eminently for the benefit of the people, and the later labours of the department will be comparatively light.

The following is a statement of the prizes awarded:

Standard of qualification.	Number of pupils qualified for reward in					
	Burmese.		Pali		Arithmetic.	
	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.
I.	1,284	1,307	165	408	518	509
II.	966	1,061	55	232	279	358
III.	462	566	29	184	186	234
IV.	189	175	5	22	45	69
V.	37	36	2	6	16	15

The proportion of pupils who earned rewards, out of the whole number examined, varies much in different districts. In Bassein one in every 4·5, and in Amherst only one in every 21·2, was successful. The difference may be to some extent due to the idiosyncrasies of examiners; but it seems pretty certain that it is largely the result of actual difference in the state of the education in various parts of the country. In the Amherst district, for instance, where most of the monks are Talines, it is reported that, so far from teaching arithmetic, or even Burmese, or their own language, their only function is that "of occupying the exceptionally luxurious monasteries which the Talines found." In the absence of any symptoms of better courses, such institutions do not deserve the recognition of Government. The number of pupils who passed the examination in Pali successfully has, it is observable, largely increased. Remark was made last year on the small value to be attached to the study of this subject as usually carried out. As the classical language of the country, and one to the acquisition of which much importance is attached by the monastic orders, there can be no objection to its study on a rational system of teaching. But its maintenance in the programme of Government schools can only be justified where the desire to learn the language is strongly marked, and the means of intelligent teaching are adequate. It is understood that a beginning in this direction has already been made in the High School.

In the Rangoon town and suburbs, the rewards to indigenous schools are at present paid, it appears, from the Education portion of the District five per cent. cess fund, of which nearly half is thus absorbed. No portion of this fund is contributed by the residents of the town; and the practice is clearly unjust to the places from which the cess is levied, and

must be discontinued. One of the most important duties of municipalities is the maintenance of primary education, and the small provision which they have hitherto made for this object cannot be favourably regarded. They will be requested to give the question the consideration which it demands; and for the future the amount of expenditure on primary schools within municipal limits must in each case depend on the liberality of the committee. The multiplication of schools in Rangoon, to which the Director refers (page 47), is another matter. Some special measure is there required to prevent a misapplication of the reward rules, and probably that suggested in the report would be the most eligible. A definite proposal on the subject should be submitted for the consideration of the Chief Commissioner.

5. The number of indigenous schools aided by assistant masters remains 26, the same as in the two preceding years; and the dearth of competent men is still assigned as the reason why no progress has been made. This is much to be regretted, for the schools to which they have been supplied seem to be in a very flourishing state, having an average attendance of about 60 pupils, or nearly double that of the monastic and Government cess schools. It is impossible to suggest any scheme which will at once meet the difficulty complained of; but it cannot be insuperable, and will gradually yield to the efforts being made with the normal classes. The small number of monasteries that have accepted aid in this form is attributed to the fact that priests are unwilling to receive as assistants other persons than their own former pupils, lest their influence should be weakened by the division of authority. This objection is only natural, and should be met by inducing promising monastery pupils to go through the normal course, and then return as assistants to their former masters. The popularity and usefulness of a school depend, and must depend, largely on the reputation of its principal master, apart from his ability to teach. Prejudices of the people in this respect cannot be successfully combated, but must be yielded to and taken advantage of. The lack of supervision over assistant masters in the town of Rangoon, of which the Director complains, is a matter requiring attention. If the Director has not, as might have been expected, sufficient leisure to visit them from time to time himself, the duty should devolve upon the Inspector. The appointment of a Junior Inspector of Schools will facilitate such arrangements.

6. The number of Government cess schools, Vernacular and Anglo-Vernacular, was 15, as in the previous year. The attendance at them has decreased, however, by 127 pupils,—from 623 to 496. The average attendance at each is but 33. The usefulness of this class of schools appears to vary much in different places, some few doing really good work, while others are ill-attended and utterly unsuccessful. In all but three English is taught more or less, and in many there are girls among the pupils. On the whole, the results which they have to shew are not satisfactory; and the Chief Commissioner is forced to the conclusion that there must be some radical error, either in the principle on which they were founded, or in the plan on which they are managed. Possibly, in many instances, the failure may be rightly traced, as suggested in the report, to the fact that the teachers have been all young men in whom parents had no confidence. Whatever be the cause, the fact is undeniable that these schools, as a whole, are not in a flourishing condition; and this is the more strikingly apparent when they are compared with those of the indigenous class which are aided by assistant teachers. In the matter of cost, such a comparison is still more unfavourable. Twenty-six schools of the latter class, with, as a rule, large attendances—how large is not very apparent from the report—cost the State Rs. 6,289 only; while Rs. 21,002 was expended on the cess schools. It is true that the standard of teaching is higher in the cess schools, but it is a question whether this very fact does not militate against their efficiency on the whole, for the teaching of English, in itself imperfectly carried out, generally absorbs more than its fair share of attention. Poungday Cess School, for example, is thus reported on by the Director—"*First Class.*—Eight boys. Their English reading "and rendering of a studied piece was fair; average accuracy in "dictation; all very backward in arithmetic, in which this "school once shone, having reached simple multiplication only, "shewing the usual neglect of everything for English. "*Second Class.*— * * * * Spelling of two boys only "good, whether in Burmese or English." A Vernacular Class, of which some pupils were "fairly perfect as far as discount," was neglected, the teacher's attention being "diverted to teach "English in other sections of the school, which he was more "ready than competent to do. In spite of this, Poungday is "of all out-stations perhaps the most deserving of an efficient "staff for its school, since the demand is eager and school "attendance more numerous and permanent than at any

"other institution of this class." One error to which such results as these are no doubt partly due, is that of allowing English to be taught almost indiscriminately, at the instance of parents, to secure popularity, instead of trusting to good vernacular teaching. However this may be, the necessity for a reform is undeniable. The subject should receive careful consideration, and any changes necessary should be gradually made. If it be found that in some cases schools of this class have been established in localities where they are really not needed, owing to the existence of good indigenous schools, there need be no hesitation in recommending their abolition.

7. The number of middle class schools remained 17, the same as in the previous year, one private school of this grade in the Henzada district having been closed, and a new Government school opened at Sandoway. A second private school of some note was closed late in the year, but appears in the returns. The following is a summary of the statistical information under this head :—

Class of school.	Number.		Number of pupils.		Average daily attendance.		Total cost.		Average cost of each pupil.	
	1875-76.	1876-77	1875-76	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76	1876-77.
							Rs.	Rs.		
Govt. schools	7	8	595	669	478	539	32,866	44,693	68	66
Aided do.	10	9	1,143	1,335	786	1,152	34,948	37,526	44	28

Of the Government schools, two, those at Prome and Bassein, seem to be working well. Both came under the Chief Commissioner's personal inspection during the year, and shewed satisfactory results in the large number of pupils in regular attendance, and in the order and discipline which prevailed. Of the remaining six, the best that can be said is that they are in general improving. The scant progress hitherto made is attributed chiefly to the great difficulty, already referred to, of obtaining a competent teaching staff. The concession of better remuneration to masters, and the establishment of a system of normal training, may be expected in time to bear good fruit. In the appointment of head masters, particularly, it is to be hoped that the greatest care will be exercised, seeing that success depends so much upon it; and when once a good

appointment has been made, change should, except in cases of absolute necessity, be avoided. The very desirable measure of weeding out incompetent men by transfers to the High School normal class is again referred to in the report. The Chief Commissioner would be glad to learn what steps have been taken to carry it out. It may be here observed that the value of the report now under review is much impaired by the insertion of voluminous details without any succinct summary to render them readily intelligible. Page 24, which describes the results of the inspection of the Shwe-gyeen Government School is an instance of what is meant. The substance of it is to the effect that the school has an average attendance of 46 boys, of whom nearly half are in the lowest class. These for ignorance of English are retrograding in arithmetic and Burmese; while most of the remainder are receiving instruction through the medium of English only, which they do not understand. The masters, especially the head master, teach in an unintelligent method and are generally inefficient,—a fact which is so glaring that the confidence of the people has been alienated. A summary such as the above would be for obvious reasons far more valuable in a report than a prolix account of each particular class examined. The abolition of the Shwe-gyeen School it may be added, where each boy's education costs Government Rs. 100 per annum, and of any others which have no better title to existence, would not afford ground for any serious regret. The Chief Commissioner would have had no hesitation in ordering the close of the Shwe-gyeen School if a change in the head mastership had not given hopes of an early improvement. All but one now closed of the aided schools are Missionary institutions. They have the inestimable advantage of thoroughly zealous teaching, and, while their management is admirably efficient, its cost is light. The comparative prosperity of these schools is therefore not surprising. They are, with scarcely an exception, so highly commended in the report that it is not easy to select any for special praise, although St. Paul's at Rangoon surpasses all others in the number of its pupils. The whole average cost of each pupil is everywhere small, and only one-third of it falls on Government, so that, as far as they go, mission schools are one of the most valuable agencies of the department. This is especially the case in regard of the provision they afford for the education of Eurasians,—a question which might, under some circumstances, present considerable difficulty.

8. The report enumerates six schools of the higher class —three under direct Government management, at Rangoon, Moulmein, and Akyab, and three, namely, the Town School at Moulmein and the Diocesan and St. John's at Rangoon— receiving Government aid. This classification is somewhat arbitrary, and has reference rather to what the schools are designed eventually to become than what they actually are. It is therefore satisfactory to learn that the Government schools at all events are steadily rising above the middle class level, and "assuming the position which was contemplated in the revision of their status." The High School at Rangoon is the only one at present which really deserves the title. The small higher department class, formed in February 1876, has increased during the year; and the fact that two of its number passed the Calcutta University matriculation examination shews that real progress has been made. It has had difficulties to contend with, as no masters have yet been appointed to the higher department, the work of which has been done by the existing staff of the school, which itself has been weakened from sickness and other causes. There is therefore some ground for the complaint that a strong reinforcement of teachers is urgently wanted. The Chief Commissioner has given the subject his attention, and recently application has been made for five additional teachers to be sent out from England. Praise is due in the meantime to the present masters for their diligence and energy during the year; and as regards Mr. Gilbert, the Principal, it is sufficient to say that he has maintained the reputation so well earned by his devotion to the advancement of the institution under his charge. The increase of the boarding department, which continues to be self-supporting, is a favourable feature in the report of the school. The Diocesan school, notwithstanding the liberal subsidy given by Government, has failed to retrieve its position. When examined by the Director in December 1876, it was in a very unsatisfactory state: the teaching was found to be bad, and the management of the institution was not such as to attract pupils. Serious financial embarrassment had also arisen, and the Director reported that, in his opinion, Government was not receiving any adequate return for its expenditure. An effort was made to solve these difficulties by an additional grant for an assistant master, but without success, for, since the report was written, the school has closed. That there is work for such a school to do in Rangoon is beyond question, and should it be re-opened as is expected next year, there

seems little reason to doubt that, under good direction it will regain its former status. At the Moulmein school, special attention appears to have been devoted to a few well-advanced boys to the neglect of the rest, for, while a small class has been formed to prepare for the University entrance examination, the school was found to be generally ill-grounded in the rudiments both of English and Burmese. Such a plan of instruction is radically wrong, and must be condemned. The prosperity of a school, and the credit due to those in charge of it, are not to be measured by the attainments of a few of its best pupils; and the sooner such an idea is eradicated the better. Mr. Adams' attention should be called to the subject. The present year should see the completion of the new boarding-house and head master's residence. It is to be regretted that the report says so little of St. John's S. P. G. School, considering its rapidly increasing size and importance. The results of the Director's examination seem on the whole to have been favourable, although they disclose even less reason for the denomination "Higher Class" than exists in the case of other schools to which it is applied. The Chief Commissioner would be glad to learn that candidates from St. John's College competed in the next examination for scholarships. The most remarkable feature in the school is the large number of its pupils, due no doubt to the able management of the Principal, Mr. Marks, who, from the agency and material at his disposal should be foremost in affording an opportunity of testing the relative merits of the pupils under his tuition. The utility of the normal class attached to the Rangoon High School has already been referred to. It consists at present of some 26 students, which is perhaps as many as can be conveniently instructed there. There is no branch of educational work in Burma to which the attention of the department should be more prominently addressed. The need of qualified teachers is felt everywhere both in Vernacular and Anglo-Vernacular schools; and the labours of Mr. Aldridge in promoting the success of the normal class at Rangoon in the face of great difficulties deserve the highest commendation. The benefits to be realized from this work must in the nature of things be of slow growth; but the fact that teachers in Burmese cannot be imported from outside, and that we must find and improve the agency available in the country, demands persistence in the efforts now successfully commenced. If the means are at hand the staff of instruction in the Department will be strengthened, and there can be no

reason whatever why the course of study for normal pupils should be restricted to a single year. It is not desirable to limit the training to any period short of such as will ensure its thoroughness. For the present, the Chief Commissioner would not press for the opening of similar classes either at Akyab or Moulmein. The failure of the Medical Class was noticed last year. The lack of interest shewn in the science, and the paucity of students, was rightly explained by the late Lecturer, Dr. Crombie. The fact is, that mere knowledge of English, such as is sufficient to enable a learner to understand lectures in that language, commands a far higher rate of remuneration than could be got by any knowledge of medicine short of the standard required for a diploma. In time, when students from our high schools have succeeded in sufficient numbers in passing the First Arts Examination at the Calcutta University, some may be found willing to qualify for the medical profession in the Medical College at that presidency.

9. There are 22 girls' schools under the supervision of the department. Of these, only one—the Vernacular school at Rangoon—is a Government institution. The remainder are aided, seven being classed as English, and the other 14 as Vernacular. The number of pupils attending them has increased from 3,528 to 4,328, or more than 22 per cent. In indigenous schools where the attendance was mixed, the number of girls who qualified for prizes was 581, against 437 in the previous year. The English schools are devoted almost entirely to the training of European and Eurasian girls. By far the largest and most important of them is the St. John's Convent and Orphanage, with an average daily attendance of 262. The school is kept in admirable order in every respect. The other schools of this class are for the most part working well, with the exception of the "Eurasian Home," which has not yet attained a very high state of efficiency. The present mistress of that institution has, however, scarcely had time to effect much yet, having been only appointed in May 1876, but during her incumbency some progress has been made. The report on the Government School is the least satisfactory. The advanced age of the head mistress had for some time back impaired her energy, and lax supervision was not adequately compensated by her personal scholarship or reputation. Since the report was written, she has retired from Government service, and, with a change in the management, an improvement will no doubt take place. The school has continued to be well attended, and in fact, during the year under review, its

attendance has nearly doubled, notwithstanding the drawbacks now referred to. The aided schools are for the most part very favourably reported on: they form the subject of one of the most pleasing chapters of the report. It is evident that, with some encouragement, female education is capable of very wide extension in the province. A desire for it already exists among the people, who appear satisfied, fortunately, to learn through the medium of their own language, so that a sound course of instruction need not be interfered with, by strained efforts to teach English. The Chief Commissioner quite agrees with the remarks made regarding school-fees in connection with the Poozoondoung school. The prejudice in favour of gratuitous education is one which cannot be yielded to with advantage. As a rule, energy and zeal cannot be secured without remuneration, which those who profit by it ought in fairness to pay.

10. Under the head of special schools come some seven, aided by Government, but under the direct management of the American Baptist Mission, in which the pupils are Karens and the language in use Karen. During the past year, it is satisfactory to find that there has been a growing recognition of the inexpediency, long ago pointed out, of confining the education given to the Karen language, which is not, and never can be, the vernacular of the country. Progress has been made, particularly at Bassein and Henzada, in this respect. The backwardness in Burmese noticed at Toungoo may be perhaps partly due to the fact that Karens and Burmese are more widely separated, geographically, than elsewhere,—a cause beyond the Superintendent's control, but the necessity of insisting on the study of Burmese becomes all the greater on that account. At Henzada, efforts are being made to improve the primary village schools,—an excellent example which the Chief Commissioner hopes to see followed elsewhere. Hitherto, as is remarked in an able letter quoted *in extenso* by the Director, higher education has received far too exclusive attention in the schools of this mission. As regards all these special schools, the Chief Commissioner does not fail to recognise the constant labours of the American Baptist Missionaries throughout the province in the education of the Karen population. It is by their efforts alone that education has reached these naturally timid tribes, and brought them under the benefits of civilising influences. Notably the acknowledgments of Government are due to Mr. Carpenter at Bassein and to Mr. Thomas at Henzada.

11. The operations of the Government Book depôt have been more extended in 1876-77 than in the previous year, the net proceeds of sales having risen from Rs. 6,588 to Rs. 9,025. The proposals of the Director for the further improvement of the institution (pp. 96, 97) have the Chief Commissioner's concurrence. The distribution of books at a low cost is, in the present circumstances of Burma, as useful a measure for the promotion of education, as can be devised; and the provision of funds to meet commission charges for this end is expedient. The financial position of the Depôt is not very clear from the report. Now that its management is in competent hands, and a suitable office has been established for the Depôt in the High School building, this should be ascertained. Rs. 16,969 was spent during the year on purchases and publication—a sum which, compared with the receipts, would seem to indicate a considerable accumulation of stock. The translation of European school text-books into Burmese should be pushed on as energetically as possible, for it is in this way only that the means of acquiring even elementary knowledge can for some time to come be brought within the reach of the people at large. The Chief Commissioner has pleasure in acknowledging the assistance given by the Vernacular Literature Committee in this respect. The balance sheet of the *Education Gazette* for the year does not display financial success; but it may reasonably be anticipated that late improvements in means of communication will add to the circulation of the periodical. It should at all events have a further trial.

12. In conclusion, the Chief Commissioner desires to express his recognition of Mr. Hordern's and Mr. Unwin's efficient administration of the work of their department. Mr. Ferrars deserves praise for his activity and zeal in the duty of inspection. The Director's record of the good services of other officers has been perused by Mr. Rivers Thompson with interest and approbation.

By order of the Chief Commissioner,

C. W. STREET, MAJOR,

Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BRITISH BURMA

For the year 1876-77.

INTRODUCTION.

THE following report of educational operations conducted in British Burma, during the official year 1876-77, is based on the same arrangement as that followed in previous years by the Director, and is divided into the following sections:—

I.—General Statistics.
II.—Financial Statistics.
III.—Controlling Agency.
IV.—Agency of Instruction.
V.—Schools of the Higher Class.
VI.—Schools of the Middle Class.
VII.—Schools of the Lower Class.
VIII.—Girls' Schools.
IX.—Special Schools.
X.—Education of Europeans and Eurasians.
XI.—University Examinations.
XII.—Annual Departmental Examinations.
XIII.—Government Book Depôt.
XIV.—Vernacular Literature Committee.
XV.—Rangoon Literary Society.
XVI.—*Education Gazette.*
XVII.—Services of Officers.

Summary.

2. The operations of the year have been mainly those which have given further effect to the measures previously adopted, apart from which may be considered the principal characteristics of the year, *viz.*, the establishment of another Government Middle Class School at Sandoway; the closing of the Anglo-Vernacular Cess School at Kyangyeen, and its transfer as a vernacular school to Yaygheen; the closing of the two private schools in the respective charges of Mr. Sandys (Rangoon) and Mr. Williams (Tsanyuay); and of the A. B. Mission Girls' School, Prome; the extension of departmental aid to two other schools, *viz.*, the "Eurasian Home" and Mrs. Halksworth's School, Rangoon; the introduction into the Government Book Depôt of a sounder system of audit and account noted in last year's report; to which may be added the measures for the preparation and publication of suitable text-books for school use; the relief of District Committees, as regards local competitive examinations, by the Central Board of Examiners; a marked improvement in the standard attained by competitors from the Government Higher and Middle Class Schools and the Roman Catholic School, Toungoo, at the Entrance Scholarship Examination; and the maiden success of two candidates from the Rangoon High School at the Calcutta University Entrance Examination.

Section I.

General Statistics of Schools and Scholars.

3. The year closed with 1,310 schools under Government supervision and an attendance of 47,787 scholars, which, compared with the previous year, shows an increase of 104 schools and 9,340 scholars. There has been an increase of one Government School, and a corresponding decrease in the number of missionary institutions. Schools under other than Government or missionary superintendence have risen from 1,147 to 1,251, an increase wholly consisting of indigenous primary schools, chiefly monasteries.

4. The distribution of schools and scholars over each division and district is here shown in the usual form.

Statistics of Schools and Scholars on 31st March 1877.

Division	District.	Number of Schools.				Pupils attending			
		Government.	Private. Missionary	Private. Others.	Total.	Government schools.	Private Schools. Missionary.	Private Schools. Others.	Total.
Arakan	Akyab	3	..	158	161	317	..	3,335	3,652
	Kyouk-hpyoo	2	..	85	37	76	..	1,126	1,202
	Sandoway	1	..	13	14	44	..	488	532
Pegu	Rangoon	3	7	263	275	606	1,478	8,991	11,178
	Thonkwa	2	..			103	..		
	Bassein	2	3	188	193	169	365	2,270	2,804
	Henzada	3	4	192	199	123	182	5,491	5,796
	Prome	3	1	114	118	204	103	3,864	4,171
	Thayetmyo	1	2	46	49	19	98	1,427	1,544
Tenasserim	Amherst	3	11	122	136	260	650	10,435	11,345
	Tavoy	1	1	6	8	69	20	368	457
	Mergui	1	..	13	14	66	..	387	453
	Shwe gyeen	1	..	55	56	70	..	2,001	2,071
	Toungoo	1	3	46	50	111	482	1,989	2,582
	Total	27	32	1,251	1,310	2,237	3,378	42,172	47,787

Section II.

Financial Statistics.

5. A comparison of the figures for the past two years shows an increase of expenditure in the year under report, amounting to Rs. 47,083. The gross expenditure for the year on education amounted to Rs. 4,34,870, of which the Department shared Rs. 3,14,563,—the remainder Rs. 1,20,307 being met from fees and fines collected in aided schools, and from mission or private funds.

6. The distribution of the total expenditure from each source, under the three prescribed heads, is here given :—

Charges.	Provincial Funds.	Local Cess Funds.	Expenditure from other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1. Direction	21,594	..	..	21,594
2. Inspection	14,210	22,639	..	36,849
3. Instruction	1,90,229	65,891	1,20,307	3,76,427
Total ..	2,26,033	88,530	1,20,307	4,34,870

7. The increase from Provincial Funds has been Rs. 10,381, and from Local Funds Rs. 14,088, the expenditure from other sources having exceeded by Rs. 22,614. The following abstract furnishes details of the total expenditure thus incurred :—

Details of Expenditure on Educational Establishments in British Burma during the official year 1876-77.

Particulars.	Departmental expenditure.			Expenditure from other sources.			Gross expenditure.	Remarks.
	From Provincial Funds.	From Local Cess Funds.	Total.	Fees and fines.	Other sources.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction	21,594	..	21,594	..	..	..	21,594	
Inspection	14,210	22,639	36,849	..	..	..	36,849	
Higher Class Schools—								
Government	58,362	..	58,362	..	..	..	58,362	
Aided	*11,900	..	11,900	8,047	20,705	28,752	40,652	* Annual grants only.
Middle Class Schools—								
Government	43,545	..	43,545	..	..	..	43,545	
Aided	†10,830	..	10,830	12,427	14,269	26,696	37,526	† Ditto do. do.
Lower Class Schools—								
Government (establishments of cess schools)	..	21,002	21,002	..	..	..	21,002	
Aided (establishments of indigenous schools)	..	6,289	6,289	..	..	..	6,289	
Normal Schools—								
Government { Male	..	..	..	..	..	..	..	
Government { Female	..	..	..	..	..	..	..	
Aided .. { Male	7,559	..	7,559	3	20,289	20,292	27,851	
Aided .. { Female	..	..	..	..	..	..	..	
Female Schools—								
Government	2,409	..	2,409	..	..	..	2,409	
Aided	‡12,904	..	12,904	14,199	30,368	44,567	57,471	‡ Ditto do. do.

Scholarships—							
Entrance Scholarships	1,599	..	1,599	..	..	..	1,599
Primary Vernacular Scholarships ..	..	1,072	1,072	..	..	..	1,072
Prizes, &c., in Schools—							
Prizes in Government schools	1,147	538	1,685	..	..	..	1,685
Rewards to pupils and teachers in indigenous schools	..	21,091	21,091	..	..	..	21,091
Special district money prizes	..	840	840	..	..	..	840
Grants for encouragement of Literature—							
Literary Society, Rangoon	300	..	300	..	..	..	300
Vernacular newspaper (*Education Gazette*) ..	9,573	..	9,573	..	..	..	9,573
Government Book Depôt—							
Purchase and publication of books, maps, &c.	16,969	..	16,969	..	..	..	16,969
Establishment	1,477	..	1,477	..	..	..	1,477
Contingencies	864	..	864	..	..	..	864
Miscellaneous—							
Medical classes	2,599	..	2,599	..	..	..	2,599
Construction and repairs of Government School-houses	1,492	7,560	9,052	..	..	..	9,052
Building grants to aided schools	5,200	1,621	6,821	..	..	..	6,821
Board of Examiners	1,500	..	1,500	..	..	..	1,500
Examination in Land-measuring.. ..	..	252	252	..	..	..	252
Boarding Departments, Akyab and Moulmein (special charges)	..	1,358	1,358	..	..	..	1,358
Rangoon High School Library (special charge)	..	18	18	..	..	..	18
Collection and management of Education Cess	..	4,250	4,250	..	..	..	4,250
Total ..	2,26,033	88,530	3,14,563	34,676	85,631	1,20,307	4,34,870

Provincial Funds receipts.

8. The receipts for the past two years, which have been credited to Provincial Funds, are here shown under each head :—

Provincial Receipts.

	1875-76.	1876-77.
	Rs.	Rs.
Fees and fines from Government Higher and Middle Class Schools, including Rangoon Girls' School	21,510	22,727
Subscriptions to *Education Gazette*	2,854	2,819
Book Depôt receipts from sale of books	4,806	9,026
Miscellaneous cash recoveries	3,136	245
Total ..	32,306	34,817

Fees from Government cess schools are credited to the Education portion of the Five Per Cent. Cess Fund; the amount thus credited during the year under report is Rs. 3,116, making a total collection of Rs. 25,843 on account of school fees alone. The *Education Gazette* receipts are almost the same. The Book Depôt has realized Rs. 4,220 in excess of the past year.

Local Five Per Cent. Cess Fund.

9. The Education Cess Fund opened with a credit balance of Rs. 1,68,147, and with the collections of the year the fund is represented at Rs. 2,30,069. The districts of Prome, Henzada, Thayetmyo, Tavoy, and Toungoo fail to realize receipts sufficient to meet actual expenditure. The last three districts had no assets at the close of 1875-76, and all were insolvent at the close of the year just expired.

The total expenditure of the year from the Five Per Cent. Cess Fund was Rs. 88,530. The following tabular statement gives the details of the receipts and expenditure on account of this fund :—

Receipts and Expenditure on account of the Education portion of the Five Per Cent. Cess Fund during the year 1876-77.

District.	RECEIPTS.					EXPENDITURE.							
	Balance on 1st April 1876.		Collections in 1876-77.	Loans repaid with interest, including transfers.	Total receipts.	Collection and management.	From Departmental Local Funds Budget.						
								Government Cess Schools.			*Aided Private Schools.*		
	Debit.	Credit.					Inspection.	Establishments.	Construction of school-houses, rent, furniture, &c.	Prizes and rewards.	Establishments provided by Government.	Building grants and furniture.	Rewards to pupils and teachers.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Rangoon ..	..	38,534	16,005	..	54,539	926	2,660	1,564	1,841	21	958	..	4,000
Bassein ..	..	32,670	6,076	..	38,746	367	2,470	1,332	..	196	140	..	1,750
Prome ..	..	1,380	4,393	..	5,773	256	2,116	2,793	750	43	458	602	3,400
Henzada ..	..	844	8,267	..	9,111	504	2,442	4,811	742	67	1,223	100	3,000
Thayetmyo ..	3,865	..	1,184	..	*2,681*	68	700	1,254	25	21	691	26	1,096
Thonkwa ..	..	20,625	7,806	..	28,431	518	..	2,691	500	43	15	..	1,000
Amherst ..	..	19,208	4,314	274	23,796	395	2,400	3,049	2,771	83	297	300	2,150
Mergui ..	..	5,241	890	..	6,131	85	600	..	..	..	15	..	280
Tavoy ..	907	..	1,245	..	338	116	1,817	..	500	..	383	500	716
Shwegyeen ..	..	10,636	1,763	..	12,399	101	1,200	..	117	..	267	73	650
Toungoo ..	656	..	635	..	*21*	57	1,409	..	..	..	656	..	697
Akyab ..	..	32,805	6,788	..	39,592	600	2,405	2,131	314	43	1,156	20	830
Kyouk-hpyoo ..	..	7,593	1,404	..	8,997	181	1,215	1,377	..	21	15	..	872
Sandoway ..	..	4,039	879	..	4,918	76	1,205	..	..	..	15	..	650
	5,428	1,73,575	..	..	2,32,771	..	..	..	..	..	..	..	..
		5,428	..	..	*2,702*	..	..	..	..	..	..	..	..
Total ..	..	1,68,147	61,648	274	2,30,069	4,250	22,639	21,002	7,560	538	6,289	1,621	21,091

Receipts and Expenditure on account of the Education portion of the Five Per Cent. Cess Fund during the year 1876-77—(concluded).

District.	EXPENDITURE—(*concluded*).						Balance on 31st March 1877.		Remarks.
	From Departmental Local Funds Budget—(*concld*).					Total expenditure.	Debit	Credit.	
	Miscellaneous.			*Extraordinary.*					
	Primary Vernacular Scholarships.	Special district prizes.	Examination in Land-measuring.	Boarding Department furniture, house-rent, contingencies, &c.	High School Library special charges.				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Rangoon	..	200	50	..	18	12,238	..	42,301	
Bassein	102	..	52	..	..	6,409	..	32,337	
Prome	120	150	50	..	..	10,738	4,965	..	
Henzada	175	..	50	..	..	13,114	4,003	..	
Thayetmyo ..	120	75	..	..	..	4,076	6,757	..	
Thonkwa	..	..	..	..	..	4,767	..	23,664	
Amherst	..	..	..	1,308	..	12,753	..	11,043	
Mergui	..	..	..	..	..	980	..	5,151	
Tavoy	140	..	..	..	..	4,172	3,834	..	
Shwe-gyeen ..	120	100	..	..	..	2,628	..	9,771	
Toungoo	95	..	..	..	..	2,914	2,935	..	
Akyab	200	40	50	50	..	7,839	..	31,753	
Kyouk-hpyoo ..	..	..	..	..	..	3,681	..	5,316	
Sandoway	..	275	..	..	..	2,221	..	2,697	
	..	..	..	..	..	..		1,64,033	
	..	..	..	..	..	..	22,494	*22,494*	
Total ..	1,072	840	252	1,358	18	88,530	..	1,41,539	

Expenditure on Educational buildings.

10. The expenditure of the year both by the Department and by Public Works officers is here shewn separately under the prescribed headings.

Expenditure from Department of Public Works Budget.

(*a.*)	Repairs	2,506
(*b.*)	Minor Works (up to Rs. 200)	..
(*c.*)	Large Works (above Rs. 200)	10,253
	Total ..	12,759

Expenditure from Educational Budget.

(*d.*)	Repairs to Government buildings	1,492
(*e.*)	Minor Government buildings	7,560
(*f.*)	Minor building grants-in-aid (Rs. 1,000 and under) ..	1,621
(*g.*)	Large ditto (above Rs. 1,000) ..	5,200
	Total ..	15,873
	Grand Total outlay ..	28,632

The total of items (*a*), (*b*), and (*c*), Rs. 12,759, has not been included in the statement at page 4, Public Works expenditure being treated as a distinct charge. The item (*a*) refers to Government higher and middle class school buildings only. The construction of a dwelling-house and out-offices for the Principal of the Government High School, Rangoon, and of two school-houses at Yandoon and Pantanau, accounts for item (*c*), Rs. 10,253, which amount has been specially provided from Local Cess Funds.

Section III.

Controlling Agency.

System of inspection.

11. There has been no change during the year in the system of inspection; but Mr. Hordern, prior to his departure, submitted a proposal for re-arranging the inspecting staff, which he trusts may meet with approval and adoption.

Charge of the Department.

12. From the 1st April 1876 until the 3rd of March 1877, when Mr. Hordern proceeded to Europe on special leave for six months, and since which date I have officiated for him, the charge of the Department has been in his hands. The duties of the Inspectorship were performed by the substantive incumbent, myself, from the 1st April to the 14th August 1876; from the latter date, on which I availed myself of the special leave granted me by the Chief Commissioner, until the 11th August, by the Director, to whom I made over charge of the Office; from the 12th August 1876 till the 11th January 1877, by Mr. M. H. Ferrars, B.A., of the Forest Department; from the 12th January, when I returned from leave and resumed charge, till the 13th March, by myself; and thenceforward till the end of the official year again by Mr. Ferrars.

Inspection.

13. The Director's tours have extended to the head-quarters of all the Irrawaddy districts as well as to the intermediate stations of Myanoung, Yaygheen, Kyangheen, Kanoung, Shwe-doung, and Padoung; to Pegu and Yandoon in the interior of the Rangoon and Thonkwa districts, and to Akyab and Moulmein. Prior to my departure in August last, I had inspected the schools on either bank of the Irrawaddy (including those at Poungday) and of the Nga Woon river as far south as Bassein; and since my return to duty have visited Pegu, Thanatpeng, on the canal, and examined in several of the larger aided schools in and about Rangoon, and the High School in particular. Mr. Ferrars' tours have embraced the whole of the Tenasserim and Arakan Divisions, extending inclusively from Toungoo to Mergui in the former, and from Sandoway and Moungdoo to Cheduba and Ramree in the latter. The total range of inspection is thus summarised in his report :—

Schools inspected in 1876-77.

Division	District.	Government.	Cess.	Indigenous.		Non-indigenous.	Total.
				Lay.	Monastic.		
Arakan ..	Akyab	1	2	4	9	..	16
	Kyouk-hpyoo	1	1	5	4	..	11
	Sandoway	1	..	1	1	..	3
Pegu ..	Rangoon	4	2	6	5	7	24
	Bassein	1	1	2	5	1	10
	Henzada	..	3	11	19	1	34
	Prome	1	2	17	5	1	26
	Thayetmyo	1	..	12	2	..	15
	Thonkwa	1	..	2	2	..	5
Tenasserim	Amherst	1	2	5	5	3	17
	Tavoy	2	..	7	..	..	9
	Mergui	2	..	1	1	..	4
	Shwe-gyeen	1	..	9	8	1	19
	Toungoo	1	..	3	4	1	9
	Total ..	18	13	85	68	18	202

Mr. Ferrars adds :—

"With a few exceptions all the Government and Aided Schools have been inspected during the year; several have been inspected twice. The totals, however, of the inspection held, show a decrease of 25 from the number held in 1875-76, which again, was 119 below the number in 1874-75."

This decrease is balanced by the comprehensiveness of the area inspected, and the fact that for the first time the three divisions of

the province have divided equally the attention of the chief inspecting agency, of which, moreover, indigenous schools where the Government scheme has taken root now severally exact a greater share than they did when it was merely under propagation.

Tours of Deputy Inspectors.

14. The work of the Deputy Inspectors continues to exhibit general progress. As regards the area and method of their tours, the following remarks of the Officiating Inspector of Schools are apposite:—

"It is assumed that the Deputy Inspectors can traverse the chief part of their districts twice in a year. Supposing them to make their offsets from the tract on which the main settlements are situated first in one direction and then in the other, they would thus visit every school on the list at least once. Their head-quarter stations, where they have more than one, and all the Myooke's head-quarters and other large places in their districts, they must visit at least twice if their duty is to be efficiently performed.

Important sub-divisions in several districts have, however, not been visited at all by the Deputy Inspectors for a year and more. Various explanations are urged, as sickness, epidemics, the extent of area to be traversed, detention at head-quarters for examinations, &c. But there seems little room for doubt that the principal cause of the work not being thoroughly compassed is an unmethodical division of time, and the deficient exercise of discretion in the relative importance of the sub-divisions, whereby some have been dealt with in unnecessary detail, at the expense of others in consequence wholly omitted.

To enable the Deputy Inspector to make a prospectus of his movements, it would be of service if the dates of the District Examinations could be fixed well beforehand, and a margin in this respect allowed to Local Committees, so that they might arrange with certainty for the Deputy Inspectors being able to attend especially in those cases where one Deputy has charge of two Districts."

District Committees of Public Instruction.

15. The District Committees have continued to exercise that control and vigilance over schools, annual examinations, and inspecting agency within their respective jurisdictions, without which a number of departmental orders would have remained dead-letters. They have for the past year been relieved by the Central Board of Examiners of the responsibility of framing questions for, and determining the awards of district prizes and vernacular scholarships, but have continued to regulate the conduct of these examinations. Amongst those which have taken special interest in and made valuable suggestions on such matters, should be mentioned the Committees of Akyab, Bassein, Prome, and Toungoo.

Sub-Committees.

16. The Assistant Commissioners in charge of sub-divisions have also watched over the educational interests of the people in remoter corners of the province.

Section IV.

Agency of Instruction.

17. Incumbents have not yet been appointed to the Higher Department Staff of the Rangoon High School, the sanctioned strength and salaries of which stand as follows:—

	Rs.		Rs.
Mathematical Master	300 rising	to	350
Physical Science Master	250 ,,	to	300
Assistant ditto ditto	150 ,,	to	200

Until it was quite clear that a certain number of pupils in the Government schools were qualified to receive higher-class instruction, the medium of which, as the Government of India have pointed out must continue to be the English language, it was obviously not desirable that even the lowest of these vacancies should be permanently filled. The approach that has been made in this province to the higher standard of education could hardly, I think, have been more wary or exclusive: it was not declared open till the results of the Entrance Scholarship Examination had shown that there were pupils of sufficient attainments to embark on it, the training of whom was then only tentatively assigned to one of the best qualified teachers on the staff already entertained for middle class instruction. Meanwhile, an Assistant Science Master was applied for, as the Chief Commissioner is aware, but to this application, forwarded as long ago as November last, no reply has been received up to date. Several of the pupils of the Higher Department are now fit to enter on the Elementary Science course prescribed by the Calcutta University and their numbers may shortly be more than doubled. Meanwhile it is no longer fair to deprive the crowd of pupils in the Middle Department of those services which they could ill spare at the commencement, and the restitution of which they now imperatively demand. Not only was the strength of the Middle Department Staff indented on in the manner indicated, but it had also from a prior date been taxed to supply the master who has remained in unaided charge of the Normal Classes in addition to the duties of his substantive appointment, and who has lately been invalided home, with health impaired by overwork and anxiety. If, then, the claim for the entertainment of at any rate a part of the sanctioned Higher Department Staff has been sufficiently made out, and it is allowed that the medium of instruction should be English, the expediency of engaging masters under guarantee direct from England, as the quarter whence a remote province like this is least likely to have refuse or inferior material foisted upon it, will, I trust, no longer be questioned. Of the three certificated Assistant Masters from home, reported on last year as attached to the High School, one has since been transferred to the Head Mastership of the Tavoy Government School, not before European supervision was greatly needed there; and another to the Akyab Government School. The Railway recently opened to Prome has drawn considerably on the staffs of Middle Class Schools for station officials.

18. The progress of the Normal Classes is reported at length under the head of "Special Schools." Promising accessions to the Vernacular Class have been gained from various Lower Class Schools, notably from some of the monasteries aided by a Government Assistant Teacher. The out-drafts are posterior to the year under report. A scheme is already before the Chief Commissioner for extending the recall for normal training, hitherto allowed only in the case of Anglo-Vernacular Cess School Teachers, to such junior Masters in the Middle Class Anglo-Vernacular Schools, whose services, in the former exigencies of the Department, happen to have been engaged by the Head Master or District Officer, and whose capabilities are in question. The option which will thereby be forced upon these men, of tendering

their resignations, or of submitting to a period of training in certain cases on reduced salaries, will, I think, serve to weed the Department of those employes who are burthening it, and afford a chance to those whose misfortune rather than fault is an imperfect education and no training at all as Teachers. Normal Classes are equally needed in the interests of schools in the Tenasserim and Arakan divisions; but their establishment at the Moulmein and Akyab Government Schools would, I think, be injudicious, unless accompanied by some special and extra provision of teaching power, since the attention of either Head Master and his most capable Assistants must already be too much engrossed with the progress of those pupils upon whose success depends the formal recognition of the institution as the High School of the division.

The condition to be attached henceforward to every future grant-in-aid to Aided Schools of the Higher or Middle Class, *viz.*, that they shall furnish competitors at the annual examinations, will be the first step towards exacting greater efficiency in the teaching staff of these institutions.

Section V.

Schools of the Higher Class.

19. The Director's notes on these schools point to the relative progress of each during the past year:—

"The results of the recent Entrance Scholarship Examination, which is now the standard test of Middle Class Schools, have been very satisfactory in shewing that the three Government schools of Rangoon, Akyab, and Moulmein are steadily rising above the level of Middle Class Schools, and assuming the leading position which was contemplated in the revision of their status. Every Examiner has reported a very marked improvement on the papers of the candidates for the Entrance scholarships over those sent in last year. Of the Aided Schools, one only (that under the Roman Catholic Mission at Toungoo) has been able to present a successful candidate. Comparisons are sometimes drawn between the Government and Aided Schools, to the discredit of the former, but, judged by this standard test, the Government schools are (as, indeed, they ought to be) very decidedly in advance. The Rangoon High School has been distinguished, not only by the success of two candidates for the Calcutta University Entrance Examination, but by thorough and excellent work throughout its classes. During three years of its existence, its progress has been steady and most satisfactory. In his last year's Resolution, the Chief Commissioner noticed that this school had at last opened a Higher Department. I think, myself, that the opening of the Higher Department less than two years after the establishment of the school was what few masters would have been able to achieve, and was vastly to the credit of Mr. Gilbert; and the progress of the past year has been no less than creditable."

It should also be borne in mind that the Higher Department was opened, and made the charge of a Master of the Middle Department, without any increased outlay, and that up to the present time no Master has been entertained on the staff sanctioned for the Higher Department.

"The Akyab Government School has shewn very marked improvement, and, while the Scholarship Examination shews that a higher standard has been reached, the classes have been found on inspection to be uniformly well taught and managed. The Moulmein Government School has also come out well in the

Scholarship examination, but is less efficient throughout All these, however, are unquestionably far in advance of Aided Anglo-Vernacular Schools, such as St. John's College

The English Schools of this grade, *viz.*, the Diocesan, Rangoon, and Town School, Moulmein, have presented no candidates for scholarships, and it is highly desirable that they should be put to a test of this kind."

Enumeration of Higher Class Schools

20. For the purposes of classification and report, the schools continuing to rank under this head after the Government High School in Rangoon, are the Government schools of Akyab and Moulmein, St. John's College, S. P. G., and the Diocesan School Rangoon.

Government Schools.

Government High School, Rangoon.

21. The third year's total attendance at this school shews an increase of 50 pupils, 23 of whom belong to the Preparatory Department, whence in the course of the year 41 boys have been drafted into the Lower Department of the High School. The average daily attendance in the High School has risen from 171 to 200; in the Preparatory School, from 167 to 176. The total increase from school fees has increased from Rs. 7,356 to Rs. 7,638, at a monthly average collection of Rs. 636. The subjoined statements shew the various nationalities and creeds of the attendant pupils, and the numerical ascendancy, after Burmans, of Chinese, and after Buddhists, of Christians:—

Race.	Higher Department.	Middle Department.	Lower Department.	Preparatory School	Total.
Burmese	6	60	84	93	243
Chinese	..	15	23	52	90
Madrassees	1	4	23	31	59
Europeans and Eurasians	6	11	12	11	40
Bengalees	..	2	4	14	20
Sooratees	..	..	3	6	9
Karens	..	..	6	1	7
Jews	..	2	3	1	6
Others	..	1	1	..	2
Total ..	13	95	159	209	476

Creeds or denominations.	Higher Department.	Middle Department.	Lower Department.	Preparatory School.	Total.
Buddhists	3	66	102	142	313
Christians	9	23	29	18	79
Hindoos	1	2	16	27	46
Mahomedans	..	2	9	21	32
Jews	..	2	3	1	6
Total ..	13	95	159	209	476

Cost of each pupil's education.

22. The total cost of each pupil's education has slightly increased *viz.*, from Rs. 86 to Rs. 88; and the cost to Government, from Rs. 65 to Rs. 68.

Teaching staff.

23. There have been frequent regretable but unavoidable changes in the *personnel* of the assistant staff, especially of the Middle and Lower Departments. The crying want of the institution is a strong reinforcement of teachers, the present staff of whom are numerically inadequate to deal with the masses craving more undivided attention. "Thus" reports Mr. Gilbert, "it has been only by utilizing the services of Mr. Campagnac, Second Master in the Middle Department, a teacher whom Mr. Aldridge, Head Master of the Middle Department, and also in charge of the Normal Classes, can but ill spare, and ought not to be without, that I have been able to carry on the Higher Department:" and so far from being able to supplement the needs of the heads of the junior departments, the Principal bitterly complains that he has been too often driven to deprive them of the services of their few subordinates, and distribute these elsewhere to prevent the work from coming to an absolute standstill in other sections of the school. He concludes by expressing an earnest hope that the services of at least one efficient senior master, and those of two or three certificated junior masters from England, may be placed at his disposal at as early a date as possible. Since the transfers, both imperative, of Mr. Moore to the Head Mastership of the Tavoy, and of Mr. Burnell's services to the Akyab Government School, the High School has certainly been unable to boast of that "good supply of English Masters" for which almost as a *sine quâ non* Mr. Eden contended in his minute of 1873 on its establishment. When the whole scheme was approved, and the recognition of the great importance of the English language as "the only medium of instruction for the higher class of education" insisted on, by the Government of India, it could hardly have been

supposed that this staff of English Masters could be raised on the spot, and, since the province fails, and India can only accidentally afford to supply them, I am at a loss to know where the department is to look to for them, if not from home. It is notorious, also, that it is the instructors of purely Western origin who most attract, and can farthest influence, Burman youths.

Studies.

24. The results of my own inspection of the Higher and Middle Departments in February last, were very favourable with respect to Euclid, Algebra, and Arithmetic. As regards English, I observed that the explanatory definition, whether given in Burmese or English, of any term at all complex, was rarely adequate, owing to the almost total ignorance of structure and etymology. Intelligent and practised as these boys generally appeared to be, they had a very poor and disappointing notion of translation from Burmese text into English. The passage, it is true, was not from a book then used in class, but was a remarkably simple one in a well-known classic. Of the first class of the Middle Department, Mr. Ferrars, the Officiating Inspector of Schools, reports on the 29th March last:—

First class.—12 boys, ages 18 to 22. *Arithmetic*: as far as compound proportion and mensuration, without decimal fractions; notation good throughout; in the simple rules, far from infallible; a problem on the simple rules, requiring the exercise of thought, was solved by three-fourths of the class. *Euclid*: the second proposition of the first book was demonstrated for various less usual (in the books) positions of the line and point, evidencing careful instruction. *English*: pronunciation, defective; spelling from dictation, middling; parsing, construing, and analysis, however, superior. Discipline excellent, as throughout the school boys cheerful and attentive.

And of the 1st and 2nd classes of the Lower Department:—

First class.—19 boys; ages, 12 to 18. *Arithmetic:* as far as the four compound rules; notation known by all; simple and compound rules thoroughly known by nearly all; mental arithmetic good, and work rapid. *English:* pronunciation, good; construing and parsing, very creditable. *Burmese:* spelling from dictation, very fair. A special prize is given for Burmese original composition. Discipline and drill, excellent; a nice feeling is exemplified by the boys placing on the Master's table every morning a rich bouquet of flowers. *Second class.*—19 boys; ages, 9 to 18. *Arithmetic:* the same standard as the preceding class, but shorter period of exercise; notation and simple rules infallibly correct as far as simple multiplication: all but few work compound long division correctly. Mental arithmetic, good; work rapid by the greater number. These classes do much credit to Mr. Sleigh, who has an excellent method, and takes great pains.

The Principal is justified in claiming credit for insisting on a thorough grounding in the prescribed subjects, for the support rendered by one department to the other, and for the general relative superiority which marks the attainments of the pupils whose education commenced in the primary departments of the school; as well as in arguing, from the high percentage of daily attendance for the year, (1) the existence of a good understanding between the teachers and the taught, and (2) an appreciation of the system of teaching.

Higher Department.

25. The opening of this department, in February 1876, is fully justified by the success of two out of its three representatives at the Matriculation Examination of the Calcutta University, held in December last, who passed

with credit. They are, as Mr. Gilbert observes, the first lads wholly educated in Burma who have done so; the third candidate who failed in a single subject, in other respects taking the fourth place amongst the 2,425 competitors. The passed candidates have since been studying for the Calcutta First Arts Examination. No one has as yet been entertained on the teaching staff sanctioned for this Department; Mr. Campagnac, Second Master of the Middle Department, has been in charge of the class, which consists of 13 boys, 7 of whom are Entrance scholarship-holders ever since its formation. Of the 14 Entrance scholarships offered to open competition by Government in December last, 7 were carried off by the High School candidates. The results of the annual examination of the school in December last were satisfactory, and general progress is visible.

Boarding Department

26. This department continues to be self-supporting, and the number of boarders has increased since the 1st April 1876, from 57 to 70. They are accommodated in the High School building, and are under the charge of the four Masters resident there.

Government School, Akyab.

27. The number of pupils on the rolls at the close of the year was 264, the average daily attendance 227, figures which combine to attest the progress and reputation of the school. The following detailed report of the Officiating Inspector of Schools, who inspected it last November, gives a very favourable picture of the result of Mr. Gray's labours:—

The school consists of Middle and Lower Departments, the need of a Higher not yet having arisen. The school has no competitors beyond a few indigenous vernacular schools. The community evince a great interest by the liberal donation of prize-books and medals at the annual examinations. The building is good, and upon a plan which makes supervision easy. The registers are kept on an improved plan, which might advantageously be copied.

Middle Department.

One hundred and ten day scholars, and 3 boarders; range of age, 11 to 19, principally Arakanese; parents in good circumstances; fee levied, Rs. 2; attendance, regular; medium of instruction, English; discipline, excellent. *First class.* Fourteen boys, 18 to 19 years. *Arithmetic:* as far as simple rule-of-three; found 11 able to work compound rule-of-three, and the class at large nearly thorough. *Euclid*, the first book; exceedingly well grounded. The class demonstrated the second proposition in the first book, in every variety that it can be put. More mental training is evinced by one such performance than by a knowledge of the six books after the stereotyped pattern. *English*: pronunciation, somewhat poor; punctuation and emphasis, intelligent; spelling, unexceptionable; parsing and translation, excellent; composition of detached sentences, fair. *Third class.* Ten boys. *English*: reading from unfamiliar text very fair by several; translation of the same, creditable. *Fourth class.* Twenty-nine present; ages, 11 to 16. *Arithmetic* as far as rule-of-three, very thorough by half the class; the other half defective in the simple rules. *English*: pronunciation tolerable; spelling unequal; parsing fair by most. *Fifth class.* Thirty boys. *Burmese*: reading according to both Arakanese and Burmese (which is regarded as the standard) styles, moderately good.

Lower Department.

One hundred and forty-three day-scholars, and 5 boarders. Medium of instruction, Burmese; fee, Rs. 2, above 9 years; Rs. 1, below: range of age, 6 to 12 years. Discipline, excellent. *Arithmetic*, the first four rules thoroughly well known by the greater number. Problems upon these rules were worked, and evidenced much intelligence. *English* pronunciation, good: and reading, intelligent; spelling, somewhat defective; parsing, fair. Burmese: reading, fairly fluent, and pronunciation

good, the local dialect being well avoided. *Fourth class.* Twenty-seven boys of 8 to 9 years. *Arithmetic*, as far as simple multiplication. Notation well known, but the working of the rules unreliable. Reading from *Mengalathot* fairly fluent. The classes in both departments are very large: if the services of a master are not available, from any cause, it is impossible to provide for the teaching of his class in the interval. The progression in attainments from class to class at this school is very even, and within the classes the results are equable and the *average* high. The work is pursued with industry, and on sound principles."

The Director, visiting the school on the 1st February last, especially commends the result of Mr. Simon's tuition of the 1st class of the Lower Department; translation from Burmese into English being the weak point. Three Entrance scholarships were this year won by the candidates from this school, who stood high on the list in order of merit, obtained full marks in mathematics, and ranked highest in the aggregate of marks.

Boarding Department.

28. The numbers of boarders during the year does not appear to have exceeded 10, but is expected to reach 25, an increase which will ensure the evenness of expenditure with income.

Moulmein Government School.

29. The average daily attendance, 193, shews an increase of 31 pupils, in spite of the enforcement of an admission test, which, it has to be considered, has doubtless served to keep out Chinese, Hindoos, and Mahomedans. The aggregate of re-admissions, in spite of fines, is also high. The Head Master remarks that, though parents invariably in person present their children for admission, they rarely come in person to withdraw them, being aware that pretexts for pupils' leave of absence, other than those properly based on the term of the priestly noviciate, are as a rule disregarded.

Cost of each pupil's education.

30. The cost of each pupil's education has risen from Rs. 62 to Rs. 84, which very considerable increase is due to boarding-house expenditure in the form of rent and furniture, as well as to the progressive rates of salaries.

Studies.

31. The school has been twice partially inspected by the Director, and once by the Officiating Inspector; and the classes were examined in December by the Deputy Commissioner. The Head Master admits, and ascribes to junior teachers, ill mastery of either language in its simple forms, and the generally prevalent failure to translate and re-translate with readiness and accuracy short sentences from the text-books in use. In mathematics, the school would appear to take a good position; but the Officiating Inspector notices a certain want of life in senior pupils whom he examined, and in this respect contrasts them with their Akyab condisciples. The school sent up 7 competitors for the Annual (Entrance scholarship) Examination; and the Head Master, without any change in the school establishment, has opened a Higher Department consisting of 8 successful candidates, who stood respectively 1st, 2nd, and 9th on the list, and a fourth being prepared by him for the Calcutta University Entrance Examination. It is questionable, although their attainments are undoubtedly

Opening of Higher Department.

the result of careful training and it is fitting that he should have special charge of the most advanced section of the school, whether these chosen few do not already engross too much of the Head Master's time and energy.

Boarding Department.

32. The number of boarders has increased from 10 to 22, noteworthy, when the distance of the rented accommodation from the school is considered. It is hoped that the boarding-house, as well as Head Master's residence, will shortly be in process of construction. Mr. Adams notices the familiarity, productive of contempt, existing between junior Burman school-teachers and their pupils; the dread inherent in the former of being considered severe, or of incurring displeasure of parents; and the consequent untrustworthiness of superintendence.

Aided Schools.

Aided Town School, Moulmein.

33. Visited by the Director on the 23rd November, and by the Officiating Inspector, on the 15th and 18th October. The latter found a mixed attendance of 114 pupils, all Europeans and Eurasians. The subjects taught are the English language and literature, History and Geography, Latin, French, Mathematics, Physics, Physiology, and Music. At the time of the Inspector's visit, Burmese also was being taught. "The attainments of the 1st class," says Mr. Ferrars, "give a reliable index to the value of the institution. Algebra was studied attentively,—slightly, perhaps, at the expense of the more useful subject of Plane Geometry. Pronunciation of English attended to with great care; parsing and analysis very close. A fault in composition of a rather subtle nature in the *1st Reader* of Nelson's Series was admirably analysed by the class (many a *Reader* written for school use especially from amongst those designed to be simple, affords admirable like passages for grammatical criticism.) Original composition by the seven (senior) boys would have been good if less stilted; the performance of the three girls was free from this fault. English spelling, unexceptionable. Synonyms and derivations are made a careful study, with excellent results. *Latin*: five boys construed part of the II. Book of the *Æneid*. The subject was thoroughly well studied. *Music*: I heard two catches and two part-songs (in four) sung by about half the school, the older portion; the children sang in perfect time, in good tune, and much expression. This subject embodies the essence of discipline besides its refining influence, and being a valuable acquisition in itself. It is rarely that men of culture possess the assiduity needful to impart it to others from its first rudiments. The influence exerted by the Principal in this respect is of especial value to the institution."

34. The Director considers the school thoroughly well managed, the system excellent, and the standard reached satisfactory. The lowering of the fee-rate has not (as was hoped) yet added largely to the attendance, and, as it has diminished the income of the school, the Head Master questions the utility of the measure. The Committee also report that the reduction which formed the condition of increased aid from Government has failed to bring into the school pupils from

the classes whom it was proposed to benefit; and they solicit permission to retain that aid, revert to the original rate of fees, and raise the Head Master's salary. Thorough instruction in Burmese, and competition of pupils along with those educated at other private and Government schools, in the prescribed subjects at the Government annual examinations should form the proviso attached to any such concession.

St. John's College, S. P. G., Rangoon.

35. No detailed report has been received other than the statistical return for the year. The average daily attendance has increased from 168 to 249, the number on the rolls being 408. The school was examined by the Director in November, when 267 pupils were present; registered attendance of 330.

"The teaching staff consists of nine Masters, superintended by the resident Missionaries. The building, furniture, &c., were in good order. The classes very large, but well arranged, and in very good order. The results of my examination were as follows:—In the *First class*, of 27 boys, the reading and pronunciation of *English* were very fair, but very indifferent; explanations were given of words from a passage read; but the class was weak in Grammar. Translation from Burmese to English was, however, very fairly done. In *Arithmetic* the class studies Vulgar and Decimal Fractions, &c. One-third of the class worked correctly a sum in Reduction of Vulgar Fractions. The majority calculated the area of a plot of ground. The first ten propositions of the 1st Book of *Euclid* have been learnt, and some written answers shown to me were very creditable. The *Second class* passed an exactly similar examination in *English* reading very fairly, but being weak in Grammar. In *Arithmetic*, sums in addition of Vulgar Fractions were correctly worked. In the *Third class*, the result in English was fairly satisfactory. In the *Fourth class*, half the pupils worked correctly a sum in Reduction. In all the classes alike, the English hand-writing and spelling were remarkably good. Looking to the general result, the school ranks fairly among Middle Class Schools, but is considerably below the standard of a Higher Class School at present. The chief weakness seems to be in the English language. The school should, however, be able to present candidates for the next Scholarship Examination."

Diocesan Boys' School, Rangoon.

36. After detailing the very poor results of an oral and written examination held on the 15th December of three senior classes and one infant class, the Director's memorandum already before the Chief Commissioner, proceeds to sum up as follows:—

On the whole, I was much disappointed with the state of the classes, the poor attendance being, it appears to me, by no means compensated for by the quality of the teaching. The whole number of pupils entrusted to three Masters is less than that contained in very many single classes which are under one Master; yet the results shown are singularly poor, and there seems to be a total absence of life or emulation in the school. During the past year the Local Government has come forward most liberally to aid the school in its financial difficulties, and has done its utmost in the most practical way to support the committee to maintain a school designed to meet the wants of an important section of the community. The community in question, however, do not seem to have responded to these efforts in any way, and it is clear, from the attendance register, that the measures of the Committee have not been such as to satisfy them. The Government is now paying to the Diocesan Boys' School an annual grant of Rs. 4,400,—the largest annual grant-in-aid made to any school. Sufficient time has passed to render possible an estimate of the result of this increased liberality, and it is my duty to keep the Government informed of the return which is made for the outlay. I feel bound, therefore, to say briefly, but emphatically, that I do not think the Government is receiving any adequate return for the expenditure on this school.

It remains to say whether there seems to be any prospect of the school fulfilling its proper objects, and if so what measures appear necessary to ensure its doing so. I have already recorded my opinion, that a school of this grade is much needed for Rangoon, and I believe it is from neither poverty nor apathy on the part of the parents, nor from any religious prejudice,—the conditions under which pupils are received are most liberal,—that the school is so poorly attended, and so unsuccessful.

An additional grant of Rs. 200 per mensem was specially sanctioned for the purpose of engaging the services of a competent Assistant Master; but the pay of the Master engaged having been fixed by the Committee at a much lower rate, a saving of part of the grant had ensued. A sum of Rs. 303-7-3 has been accordingly refunded to Government since the close of the year.

SECTION VI.

Schools of the Middle Class.

37. The Director notes :—

"The Government Schools of this grade, corresponding to the Zillah Schools of Bengal, are the Anglo-Vernacular Schools at the head-quarters of districts. They are, I believe, as a rule, steadily improving, and form a very useful feature of our system. Until less than two years ago (1875), the establishments were so badly paid that it was impossible to man them efficiently; and even now, the comparative lowness of the general standard of education in the province makes it very difficult to provide an adequate teaching staff. The material is, however, improving from year to year, and I have no doubt will continue to do so, now that the position and prospects of the masters have been rendered more promising, and that we have classes for the training of teachers in operation."

These schools the teaching staff of which only requires weeding and replacement by some such process as that suggested in paragraph 18, to make them uniformly efficient, are now eight in number, that opened at Sandoway in June 1876 representing the increase for the year. The total average daily attendance is 1,556. The attendance at the Prome and Bassein Government Schools averages 113, whilst that of the Shwe-gyeen School reaches 47 only, and of the Kyouk-hpyoo School, 42. Candidates from the schools at Prome and Bassein have competed unsuccessfully, but with a marked improvement in the standard attained, for the Entrance scholarships; much cannot be said for the results thus elicited from the others, which were perhaps lowest in the case of the two schools boasting of oldest establishment, *viz.*, Shwe-gyeen and Kyouk-hpyoo.

Government Schools.

Prome Government School.

38. Inspected by Mr. Hordern on the 31st August and 1st September, and by myself on the 16th June. The following are the results of my own examination of the upper, and of Mr. Hordern's test of the lower classes :—

First Class.—The *English Reader* in use was a fourth book by Peary Lal Sircar, which, though revised, contained errors in Grammar and phraseology, at any rate affording instructive exercises for correction. Translation was unidiomatic, but the sense had been intelligently explained and remembered. Parsing of half the class, good. A good dictation was written by two boys only, a Chinese of 12 years, and a pauper boy of 15, whose fees had up to date been paid by the Head

Master. They excelled also in pronunciation of English. A problem in mensuration (square root) was solved by none; another testing a knowledge of the rule of three and vulgar and decimal fractions, by three boys only correctly, though more were near the mark; the definitions of Practical Geometry given accurately by a few. The Head Master requires original composition of English sentences exemplifying use of parts of speech and construction, which were fairly given on paper by the majority of the class, but *viva voce* with far too little heed to the shape which some expressions would assume in Burmese, and which serves as a test of their apprehension. *Second class.*—The attendance under Mr. Anderson was said to be unusually regular. In reading English from a book of the same series as that referred to above, they pronounced *teeth*, *'tith';' sheep*, *'ship'; large*, *'lodge.'* Translation into Burmese, usually done, I was told, in the order in which the words of the English text stand, was naturally divested of idiom, and incomprehensible to an outsider, yet the piece was unusually adapted for terse rendering. Geography was mechanically, rather than intelligently taught, capitals and countries being fairly given, but no pupil was able to point out on the map the hottest and coldest part of the globe, much less give the reasons. In Arithmetic, a large majority were familiar with compound division and Greatest Common Measure. *Third class.*—Mr. Hordern found a minority able to read and pronounce English remarkably well; handwriting, good; spelling, the reverse; the translation from Burmese into English, a failure; and in a compound addition sum, a more discreditable failure still. Half of the *Fourth* class translated well; the parsing of the whole, fair; attainments in Arithmetic, very low; and in geography, reflecting no credit on the teaching. The *Fifth* and *Sixth* classes were examined with almost similar results.

Throughout the school, too little time and care have been bestowed on Arithmetic and the Vernacular, and too much lavished on an imperfect method of instruction in English. "The condition of the lower classes," as the Director remarks, "is such as to require vigorous measures for its improvement." The requirements of Cess Schools in need of Head Masters have no doubt sapped it from time to time of several promising assistant teachers. The Municipal Committee are justified in their refusal to supplement the salaries of the present staff of Masters, in which there are actual vacancies, for which it is harder than ever to find efficient incumbents. The Head Master is much mistaken in claiming for the institution a position intermediate between a Middle Class and Higher Class School, but the local Committee have recorded a marked improvement in the classes under his special charge, as well as in the discipline and order of the school.

Bassein Government School

39. Inspected by myself the 22nd July. Unlike other District Schools, this institution has competitors in the Mission Schools of the immediate neighbourhood, from which at first deserters flocked to it, and to which, by a very natural re-action, there is now from it a defection which chagrins the Head Master, but which would appear to be the resort of (i) absentees who refuse to pay the re-admission fine or submit their pleas of absence to the Committee; and (ii) boys unable to pass the entrance test. The English reading and accent of the senior classes was fair, and their knowledge of some geography incidental to the passage showed careful instruction; but the translation could by no means be called good. English dictation was written generally in good style. Mathematics: a simple multiplication sum in Algebra was done accurately by all; a problem in double proportion by four correctly; and the calculation of the area of triangles and circles upon given data accurately made by three boys. The Second and Third Classes read fairly

from one of a series boasting of adaptation "to the capacities of Indian youths," which was full of metaphors, the easier of which had not been explained, while the more difficult and pedantic appeared to have been misapprehended even by the teachers. For example:—"He *fished* up a golden axe;" "the *scales of fortune were turned;*" "when the hen turkey dies, the cock *assumes* her *province.*" The two first were not rendered at all, and the last universally, as though the cock immediately rose to the rank of Chief Commissioner,—a metempsychosis not ridiculous to the Buddhist student. These classes respectively worked with fairly uniform accuracy sums in vulgar fractions, and reduction and division of money, given out in Burmese, and solved in the English method. The Third Class wrote a Vernacular dictation fairly; not so the Fourth Class, who, however, showed intelligence in their English lessons and four rules. I found two Eurasians and one Bengalee in the First Class, exempted by the Head Master, at the request of their parents, from learning Burmese, and some junior Hindu boys admitted on the same terms. This was an infraction of a rule, inasmuch as the curriculum for these schools has been rigidly defined.

The school contrasts favourably with the foregoing in the attention paid in it to Mathematics; and the lower classes are more uniformly forward.

The Boarding Department has hardly proved a successful experiment, the year closing with but three boarders on the list.

Kyouk-hpyoo Government School.

40. Inspected by the Officiating Inspector of Schools, Mr. Ferrars, the 2nd December 1876.—

"Established 1837. The management has in the interval between Mr. Dacosta's (senior) time and Mr. Paul's not been in good hands. No competition. An opposition school was started by a late Head Master, but failed; 65 pupils, of ages 6 to 17, attending regularly. Fee, Re. 1; parents of pupils mostly in fair circumstances. Large proportion of natives of India, 18. Building wretched, a mere camp. Medium of instruction of the highest class, English. *First class.*—Eleven boys. *Arithmetic* as far as compound proportion; not quite thorough up to this point, but even in their attainments. *English*: reading, pronunciation, tolerable; parsing and analysis, very creditable. *Second class.*—Fifteen boys. *Arithmetic*, as far as rule-of-three, including fractions, about half the class worked reliably, the other half was imperfectly grounded. In the case of a school where the higher Masters do not teach in the Vernacular, boys who, in certain subjects, would be qualified for higher classes, have to be kept till their English is sufficiently advanced. *English*: pronunciation, middling; punctuation and emphasis, not intelligent; spelling from dictation, middling. *Burmese*: reading from unfamiliar text, fluency considerable; emphasis, intelligent. *Third class.*—Eleven boys. *Arithmetic* as far as reduction. Two-thirds of the class worked well up to that point. *Burmese*: writing from dictation, tolerable. *Fourth class.*—Nine boys. *Arithmetic*: simple rules well known by a few. Much labour has evidently been thrown into the work here of late, and the results of previous neglect made good."

Shwe-gyeen Government School.

41. Inspected the 28th and 29th August by the Officiating Inspector.—

"Fifty-four boys on the rolls; average attendance, 46; two district scholars; the rest, for the most part sons of well-to-do people of the town of Shwe-gyeen. Fee, Re. 1. Discipline, lax; pupils, listless; and teaching evidently desultory. They shirk questions that they are capable of answering, rather than display any spirit of

emulation ; teaching staff, more than adequate ; text-books, fairly suitable ; want of Arithmetic and Grammar text-books complained of. To so small a number, however, these subjects would be more advantageously taught orally. The local depôt is overstocked with books that are never likely to be of any service. The *First* and *Second* (highest) classes are receiving instruction through the medium of English only for which they are utterly unripe. No Burmese classic is in use in the school. The registers are not very tidily kept. With proper arrangement of the classes, the building is quite adequate. *Fourth class (lowest).*—Twenty-two boys, including the two scholarship-holders, who for ignorance of English are retrograding in Arithmetic and Burmese. *Burmese* : reading from familiar text, fair by one boy only. Dictation, middling by about half the class. In *Arithmetic*, notation up to tens of thousands rightly done by the scholars only. A few boys could barely spell out English words in their primer. *Third class.*—Nine boys. *Burmese*: reading and dictation, very unequal ; compound division done by three boys. Most of the class could point to the principal places in Europe. *English*: reading good, especially by the boys who failed in other subjects ; translation, correct, though—parsing not attempted, which facts taken together, point to a mechanical method of working. The distinction between *cat*, *cats*, *cat's*, and *cats'* known by no boy. English dictation exceedingly good ; the subject evidently receives prominence ; it is one that can be very mechanically conducted. *Second class.*—Nine boys. Has had no separate Master for five months. The Head Master took the duty for that period, and no Burmese instruction given for the same time. The new Master does not teach Burmese. In Arithmetic, the class is two rules in arrear of that next below it; six boys worked a sum in Greatest Common Measure and Least Common Multiple correctly. They are, however, not well grounded. In *English*, all very deficient in pronunciation, parsing, and translation. Dictation, as in the last mentioned class, is their *forte*. *First class.*—Ten boys ; no vernacular teaching whatever. None of the class knows what country is the half of Iceland ; that happens, on their particular maps, to be included in the Western Hemisphere ; this shows a very unintelligent method of teaching. Two easy problems in compound proportion were done by six boys ; addition of fractions, by four only ; yet these are the best results in the school. Pronunication of English, very middling with two exceptions ; translation and parsing very defective. In dictation, a difficult and unfamiliar piece from Scott, excellent results were shown. The state of this school is unsatisfactory, and has long been so. The abolition of the school was contemplated in 1878. It has, however, a better title to existence than many others. Its inefficiency is clearly traceable to its management (it was resuscitated considerably during the year Mr. Simeon had charge). The opening for a school of its class at Shwe-gyeen is considerable, but the inefficiency of the institution has been so glaring as to forfeit the confidence of the people."

Toungoo Government School.

42. Inspected by the Officiating Inspector of Schools on the 22nd and 23rd September.—

"Two excellent Middle Class Schools already existed: the chief advantage sought by the new institution is doubtless freedom from denominational character ; the Middle Class standard is the eventual aim, but the school has from its commencement, in August 1875, virtually remained of the lower class. It had to contend with various difficulties until very recently, among which the want of competent direction and of suitable premises were the chief. On the 5th of June, the magnificent new school building was ready for use, and since that time every available appliance has been at hand. Superior results may be looked for in the coming year. Compulsory fee of Re. 1. The present number is 82, including 3 girls and some 10 or 12 infants, who, as pointed out last year, ought to be struck off the rolls. The average attendance is 69. The school has not been got into shape yet. Application, sharpness, and discipline have still to be attained. As the annual examination had not yet been held, all the classes were examined and two boys selected in each for prizes, which were distributed by the Chief Commissioner on the 28th of September, upon the formal opening of the school. *First Class.*—Ten pupils, very heterogeneous, adult Burmans, Europeans, Eurasians, Natives of India, Chinese. *Arithmetic*: up to compound division, not thoroughly known ; more than half the class are deficient in the simple rules. Comparatively good

results in Mental Arithmetic. In *English*, the pronunication poor; but translation and parsing, by some very good; by others very inferior. Dictation not satisfactory in Burmese, every grade of proficiency. Medium of instruction, English chiefly. *Second Class.*—Sixteen pupils, *Arithmetic*: as far as simple division. On examination, three only were found to know numeration. The multiplication table well known. *English*: reading and pronunciation, tolerable; dictation very unequal; parsing, little practised. *Burmese*: very middling. The Second Master, an able man (Burman) receives Rs. 100 a month, rising to Rs. 160. The results which it is likely will be attained by this class in the next three years or more might be had for very much less. In fact, the appointment is salaried according to the nominal function it is meant to fulfil in the Educational scheme, and which is very different from the one it actually fulfils, or practically promises to fulfil. *Third class.*—Twenty pupils, and more homogeneous than the other classes. *Arithmetic*: more thorough than in the class above, though not advanced beyond addition. *English*: reading, very careful; parts of speech known. The average satisfactory in this class, except as regards *Burmese*, in which the results are unequal. *Fourth class.*—Twenty-three pupils, including about a dozen infants. There are a few sharp little boys in this class, who have *bonâ fide* begun their elements under their present Master, Moung Toke Gyee, and do him credit. Mr. Fowler has engaged Moung Tâ, the master of the Lay School, in Bazaar strict to teach Pali for several hours a day at his own expense."

Tavoy Government School

43. Inspected by Mr. Ferrars on the 24th October.—

"Seventy boys on the rolls; average attendance, 61; very heterogeneous material. Subordinate teaching staff inefficient: but one Burman. Building good as regards construction, but in design a mere barn, very oppressive, for want of projecting eaves. *First Class.*—Nine present. *Arithmetic*: simple subtraction done by six; addition of fractions by two. *English* reading fair by two; by the rest, unintelligible; translation, tolerable by one only. Discipline, very imperfect. *Second class.*—Fifteen present. *Arithmetic*: simple subtraction done by five. *English*: reading, unintelligible. *Burmese*: all sorts. Too much attention given to *Geography*, considering the backwardness in essentials. The school had been under Mr. Moore, at the time of my inspection, for six weeks; he has rightly put all the classes back to the commencement, for the results up to the present may be regarded as almost *nil*.

The school has since furnished two recruits for the Anglo-Vernacular Normal Class of the Rangoon High School, one of whom is well reported of.

Mergui Government School.

44. Inspected by Mr. Ferrars on the 27th October.—

"Sixty-seven boys on the roll; average attendance, 60. School established in 1871. Mr. Henty, Head Master, since May 1875. Not one sufficiently qualified Burman master. Fee, eight annas to one rupee. Building badly laid out, conservancy disgraceful. *First class.*—Ten boys. *Arithmetic*: notation up to millions known by five; simple subtraction by none; simple multiplication by three. *English*: articulation and pronunciation, very poor; translation, mechanical; parsing, defective; *Burmese*: Mergui brogue in full force. *Second class.*—Fourteen boys. *Arithmetic*: notation known by seven; simple subtraction, by four. *English*: reading and pronunciation, better than in the First Class; parsing, poor, but relatively better than in the First Class. *Third Class.*—Fifteen boys. *Arithmetic*: simple subtraction done by two. It is regretable that Mr. Henty should have been absent on leave when his school was inspected, especially as the results are so discouraging. They will not bear comparison with those attained at various indigenous schools."

Sandoway Government School.

45. Inspected by Mr. Ferrars on the 11th December.-

"Fifty-one boys; the number had been as high as 72 in October, but decreased owing to the collapse of the land-measuring class. Papers were set upon the use

of the pentagraph and perambulator, a knowledge of which the pupils had not opportunities of obtaining. They ceased to attend, as they could have no hope of obtaining certificates. The weak point with most native surveyors is a defective knowledge of Arithmetic, and obviously a man otherwise qualified may be a very serviceable Surveyor without having ever heard of either of these instruments. Indeed, it seems to be the opinion of Engineers that the perambulator, at least in the hands of natives, has been productive of an infinity of error which would have been avoided under the ordinary processes, at the cost of a little more time. School started 1st June 1876. Fee, Re. 1. *First class.*—Nine boys, of 13 to 20 years. *Arithmetic*: as far as simple long division, all thorough up to this point. This is a remarkable result for the short time of instruction. *English:* pronunciation, good; construing without parsing, tolerable. *Second class.*—Fourteen boys. *Arithmetic*: simple rules, well known by a few only. *Burmese*: writing from dictation, very fair. *Third class.*—Twenty-one boys. Notation and simple rules of *Arithmetic* known by a few. *Burmese*: writing from dictation, excellent. The school contains the large admixture of 23 natives of India. The town is small, the communication in the district exceptionally difficult, and parents are not more ready to send their children in from distances than elsewhere. The present vigour of the school seems to me to prove what a well-qualified teacher can accomplish."

Aided Schools.

46. There is a decrease of two in the Aided Schools of the middle class, Mr. Sandys' Anglo-Vernacular School in Rangoon, and Mr. Williams's at Tsanuay, Henzada district, which have been closed.

47. This school, which can boast of an average daily attendance of no less than 320 pupils, of whom more than two-thirds are of Eurasian or Euro-Burman parentage, was inspected by me towards the close of the year. I found the more infantine of this "trousered" majority very properly separated in classes from their purely Asiatic contemporaries, yet Burmese was equally the chief medium of instruction. None of the middle classes consisted of less than 48 boys, and several of, from 60 to 70. In all, 273 boys were examined, with fair results from a certain number in each class; and, considering the enormous size of each, this was as much as could be expected. Amongst the senior boys, several should be capable at least of closely contesting the certificates of merit at the next Scholarship examination. It would be hard here to expect that the supply of teachers should keep even pace with the demand; the institution is, of course, undermastered, but I am happy to endorse the following remarks of the Superintendent, Bishop Bigandet:—

St. Paul's institution, Rangoon.

"It is very pleasing to me to state that the Christian Brothers who are in charge of the school have acquitted themselves of their respective duties with zeal, intelligence, and a most willing heart. The study of the Burmese language has received a greater amount of attention than it had hitherto. A Burmese teacher is entertained for the sole purpose of teaching the Burmese language. The first class has been divided into two classes, respectively called the "first" and the "second" class. A Brother is at the head of each class."

48. This school was closed in December 1876, not, Mr. Sandys is anxious to explain, for want of pupils or pecuniary aid, but because the manager found himself unable conscientiously to discharge the duties required of him; and no suitable person was forthcoming to relieve him of them. Mr. Sandys concludes by expressing himself gratified at seeing a number of his former pupils prosperous

Mr. Shwe Too Sandys' school, Rangoon.

in life, many of them being assistant teachers in Government employ. The average daily attendance up to the date of closing was 135, of whom a great majority were Burmans, several Mussulman, and a few Hindoos.

Pegu High School, Kemendine, Rangoon.

49. Last year's report explained the misnomer borne by this Anglo-Vernacular School for Karens, conducted by the American Baptist Mission. It might be better classed under the head of Karen Normal Schools, since the Superintendent, Mr. Colburn, informed me that there was a constant drain upon it from the Karen village schools of the Rangoon and Thonkwa districts for all pupils who obtained the slightest proficiency; this drain still continues. At the date of my visit, the 19th February, only one of the two Karen teachers educated in America, upon the maintenance of whose service the grant-in-aid was conditioned, happened to be present. The juncture was not a favourable one for testing the results; there had been a good deal of sickness, some casualties, and the school had been on the point of breaking up in consequence. There were present 93 male and 43 female pupils, by the senior of whom some progress had been made in the three "R's," and particularly in the four rules. The study, as well as tuition, of English must be very up-hill work, and might without much detriment be given up. Chants, which many of the pupils sang at sight, had had their usual humanising effect. All the pupils are taught Burmese.

St. Patrick's School, Moulmein.

50. Inspected on the 25th of November by the Director, who says :—

"This school continues to be well attended, and well managed by the Christian Brothers, under the superintendence of Father Guerin. I tested two of the three large classes into which the school is divided, by an examination in English and some other subjects, and was well satisfied with the result. The first class passed a very good examination in English (the reading and pronunciation being especially good), and translation into Burmese was fairly done. In Arithmetic, the standard reached was quite satisfactory. The second class also shewed well in English, and their writing from dictation was remarkably good. In general geography and the geography of Burma, they answered questions generally well.

The school ranks well among Middle Class Schools, and Father Guerin is anxious to present candidates for the Entrance Scholarship Examination; but unless the scholarships are tenable at a similar institution, the religious purposes for which the school is maintained cause him to hesitate in doing so. It is very desirable that the competition for these scholarships should be general, and the local Government has expressed itself very strongly on the subject. This school should make a good appearance at the examination, and I hope next year may be induced to compete."

St. Peter's School, Bassein.

51. The Superintendent, Father DeCruz, of the Roman Catholic Mission, reports :—

"The amalgamation of the two departments into one school, mentioned in the last report, seems to have operated favourably, since it has promoted emulation amongst the pupils, and has rendered the task of the teachers much easier. Sufficient time, however, has not elapsed to admit of presenting any candidates for the Entrance Scholarship Examination. The establishment of the Government School in the town had for a short period thinned the number of pupils in this institution. Since of late, however, there has been a steady increase in the number which has now reached such a point as to render it questionable, whether one should admit any more pupils, the present number on the rolls being 125.

During the year a special class for land surveying was kept up. Nine pupils were sent up for the examination; of these, two passed. Though the fact that this institution presented nine candidates, whereas from the whole district there appeared only three to compete for the examination speaks in its favour, yet, in justice to the pains I have taken during the whole year to give the pupils full and complete knowledge of the standard marked out by the Chief Commissioner and the knowledge they have acquired and exhibited, I must say that it was surprising that under the circumstances, even two should have passed, since in my opinion the examiner has laid more stress upon minor details than the practical knowledge of the pupils, who seem to have failed more through want of neatness and cleanliness which can hardly be expected in the hurry and nervousness of an examination. I will only further add that as the Superintendent of a school likely to send up annually pupils for such examination, I would rather prefer that printed questions be sent from Rangoon by the Central Board of Examiners."

The average daily attendance has reached 110, 50 of whom are Karen boarders; the rest day-scholars, chiefly Burmans. The second paragraph of this extract may tend to dispel the anxiety of the Bassein Government School Master noticed previously. The senior pupils of this institution only need habituation to examinations on paper to enable them to take that creditable place in the results to which the talents and devotion of their manager and his assistants do their utmost to raise them.

Roman Catholic School, Toungoo.

52. Inspected the 25th September by Mr. Ferrars, who reports :—

"Founded in 1866, the first middle class school in Toungoo, and one of the earliest of its kind in the Province. 95 pupils, of whom 26 special Karen pupils in whose curriculum Burmese takes the place of English. The greater number Burmese and natives of India. Medium of instruction, Burmese, Karen and English. Discipline good, boys smart and attentive. *First class.*—Head Master, Mr. Peter Mariano, trained by the Christain Brothers at Moulmein. salary Rs. 100, very capable and industrious, and naturally fitted for teaching. Nine pupils. In *Arithmetic*, addition of fractions rightly done by all but one; but five of the class not sufficiently grounded in the simple rules. The Geography of Burma fairly known. Fitzroy's map is in use, and by its means local geography has been taught. *English*: reading most intelligent; punctuation, precise, and pronunciation excellent; translation from a difficult and unfamiliar passage, very satisfactory. Composition by several boys, unexceptionable. These are the highest results of the kind which I have met. *Burmese*: reading very good. *Second class.*—Master salaried on Rs. 25. By the active superintendence of the Head Master, the lower classes are kept up to the mark, but with increased number of pupils a better salaried Junior master would be necessary. Thirteen pupils. The simple rules in *Arithmetic* very thoroughly known, in the compound rules (the limit) a good average also. *English*: reading, translation, and parsing, very creditable, much above the average head class in the Cess School. *Third class.*—Master salaried on Rs. 25. 18 pupils. *English*: reading and translation creditable. Six pupils well grounded in the simple rules of *Arithmetic*. *Fourth class.*—Elementary. This school and the one next following (Toungoo S. P. G. School) seem to furnish an index to the means required for ensuring good middle class education where the teachers devote their best energies to their profession."

S. P. G. School, Toungoo.

53. Inspected on the 26th September by Mr. Ferrars, who says:—

"This school was founded in April 1874, 88 pupils on the rolls. Average attendance, 80. Forty-four Burmese and 25 Eurasians, principally sons of well-to-do people. Compulsory fee of Re. 1. Drill and discipline, excellent; boys cheerful and smart. *First class.*—Head Master, John Krishna, salary Rs. 80, native of India, well-qualified and painstaking, acquiring Burmese and Pali, (a specially qualified teacher for Burmese is sought); 9 pupils. *Arithmetic*: results rather unequal,

and grounding imperfect. *English*: reading and pronunciation, fair; parsing and spelling, very fair; translation; good; and composition, surprisingly so; the conception was generally more at fault than the orthography or style. *Second class.*—Fourteen pupils. *Arithmetic*: very defective; not even notation known reliably. *English*: reading and pronunciation, middling; translation, very fair; parsing, indifferent. *Third class.*—Taught by Mr. Milton, a European soldier; twenty pupils. *Arithmetic*: simple rules, thorough by half the class; the subject is much better advanced than in the class above. The examination had to be broken off at this point. This school has developed well during the three years of its existence, and at the same rate must soon be one of the half dozen best Middle Class schools in the province."

S. P. G. Boys' School, Thayetmyo.

54. Visited with the Rev. C. Chard, on the 29th August, by the Director, who writes:—

"Visited the S. P. G. Boys' School, with Mr. Chard. Sixty-nine pupils now in attendance. Three English classes, one Vernacular; English staff same as last year. The Vernacular Master has just resigned, and two Vernacular Masters are now employed—one, a certificated master from the Government Training School, Moung Mo Thet, formerly at Yaygheen. In the *First class*, consisting of four boys. *English*; reading and writing were fairly mastered, especially the latter, and oral translations to Burmese were satisfactory; but the test of translation from Burmese to English betrayed the absence of any real command of the language. Parsing was done quickly, but without intelligence. *Arithmetic*: one boy only worked a rule of three sum without error. The class shewed a very fair acquaintance with the map of Asia. The *Second class* passed a better general examination. The reading of *English* was creditable; dictation, very fair; translation to English, creditable; and *vice versâ*, more so than in the first class. In *Arithmetic*, sums in the compound rules were correctly done by the majority. A fair beginning had been made in Geography, but a want of intelligence was shewn in this exercise. The *Third class* read *English* well, and translate fairly to Burmese, but cannot translate at all from Burmese to English. The simple rules of *Arithmetic* were well mastered by half the class. The *Vernacular class* has suffered a serious loss in the resignation of its late Master, who has taught the class extremely well. The reading of *Burmese* was excellent, and the spelling good. A good foundation was laid in *Geography*, and in *Arithmetic*, a sum in compound division was quickly and correctly done by the majority. A minority have learnt the rule of three. The school shews fair progress on the whole, but the importance of translation, especially from Burmese to English, has not been sufficiently recognized. The Society has now made an additional grant for the purpose of engaging a more competent Head Master, and, if this requirement can be met, the school promises to be a good sample of a Middle Class school."

S. P G. Boys' School, Henzada.

55. On the 11th September, the Director found 65 boys present out of a registered attendance of 67.—

"In the *First class*, reading of English was, with two or three exceptions, bad, and the parsing also bad and carelessly done. Translations, both oral and written, very indifferent, except in the case of one boy. Handwriting, both *English* and *Burmese*, remarkably good. In *Arithmetic*, a majority of the class worked sums in proportion correctly; half the class failed in the compound rules, and the whole class in addition of vulgar fractions. An exercise in the Geography of India and Burma was well done. The knowledge of *English* in the *Second class* was more creditable, but the pronunciation was in most cases bad. In *Arithmetic*, sums in the compound rules were worked generally well and quickly. This class was weak in *Geography*. In the *Third class*, a good beginning was made in *Arithmetic*, and the simple rules were well mastered. On the whole, the school has somewhat retrograded since my last visit, and it has undoubtedly suffered a serious blow in the resignation of Mr. Simon, the late Head Master. His successor, Mr. James Charles, has, however, hardly yet had time to prove his capacity, and I see no reason why he should not fully justify his appointment. Any change in the Head Mastership of a school, especially in Burma, is likely to interfere with

its progress. The most conspicuous weakness in the present classes is in the knowledge of English, and special attention should be paid to this. The school is now well equipped, and, being the only English school in a town of 15,000 inhabitants, is an institution of much importance: it has hitherto held a high reputation, the maintenance of which is deserving of the most careful attention of the Society for the Propagation of the Gospel."

Section VII.

Schools of the Lower Class.

56. Under this head are classified—*(1.)* Government Cess Schools, Anglo-Vernacular and Vernacular. *(2.)* Private Vernacular Schools, indigenous or other, aided by trained Assistant Masters. *(3.)* Private Vernacular Schools, indigenous or other, aided under the departmental system of payments by results. The Cess Schools continue unequal in merit: in some places the efficiency of individual masters determines that of the school, in others, no improvement of the staff would seem to have effect. The number of Cess Schools has remained the same. The Officiating Inspector thus summarizes the results from indigenous schools collectively:—

"The number of successful schools is 1,246, *viz.*, 986 Monastic and 260 Lay, against a total of 1,142 in 1875-76, exhibiting an increase of 104, *viz.*, 112 Monastic and lay. The prize-winners are 2,762 boys in the Monastic and 1,184 boys and 581 girls in the Lay Schools, in the three subjects under the five standards."

The progress of that section of Lay and Monastic Schools which are aided by trained assistants continues on the whole satisfactory. Experience shows, however, that these should not be extended beyond the almost immediate supervision of an Assistant Commissioner. The total number of Lower Class Schools under departmental supervision, including both Government Cess Schools and Aided Indigenous Schools, and the attendance at the same are here compared with the numbers returned for 1875-76:—

Lower Class Schools.

Number of Schools.				Attendance.			
Government Cess Schools.		Aided Indigenous Schools.		Government Cess Schools.		Aided Indigenous Schools.	
1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.
15	15	1,142	1,246	623	496	33,090	41,917

(1.) Government Cess Schools.

57. These remain unequal in merit, the better specimens of the Anglo-Vernacular section being those of Pegu, Poungday, Shwe-doung, and Myanoung; whereas those at Allanmyo and Cheduba continue to disappoint. The Vernacular section, which gives promise of permanence, has increased by the transfer of the Kyangheen Anglo-Vernacular establishment to Yaygheen, the head-quarters of an Assistant Commissionership, and the re-opening of the school as a purely vernacular one, under an assistant teacher of merit, up to that time employed in an adjacent monastery of note, which has furnished the Normal School with some of its most promising students. The Vernacular Cess Schools all draw some female attendance. Amongst the Anglo-Vernacular, I found girls at the Ngathaingyoung and Shwe-doung schools only; and Mr. Ferrars notes a mixed attendance at Pantanau, where the school commenced as a purely vernacular one, and at Choungzone. The sanctions accorded for new Cess Schools at Ramree, Thayetmyo, and Yuatoung have been acted upon, but since the lapse of the year. The total average daily attendance at this class of schools has been 477, or 13 less than in the previous year. The number on the rolls at the close of the year was 541, of which girls mustered 58.

Pegu Cess School

58. Inspected by Mr. Ferrars on the 19th and 20th August, when the school was in charge of Moung Moung.—

"Thirty-five boys on the roll. Attendance excellent, in five months but one boy on one single occasion absent. Previously to Moung Moung's incumbency, the attendance was bad. Discipline on the Rangoon High School model. Pupils cheerful and attentive; all neat and clean. The Head Master seems to have his heart in his work. The junior Masters are not above the average. In Burmese, the system of preparation by shouting the lessons aloud in unison by a whole class together is countenanced, which appears anomalous. In the highest class, the pronunciation of English was much above the average. Elementary parsing and translation were also good. In Arithmetic, the greater number of the class (consisting of seven) worked sums correctly up to simple proportion; there was no attempt at showiness of results, but a good groundwork throughout, and high average, no boys signally outstripping or remaining behind the rest. Burmese reading was excellent. The English Reader in use is one of the Calcutta series: one pupil was able to correct a grammatical error in the reader. In the 2nd and 3rd classes, the same subjects are taught in a more elementary form: the advancement of the pupils was not, however, in proportion to be expected from their time of attendance, the merit of the 1st class being chiefly traceable to the personality of the Head Master."

Yandoon Cess School.

59. Visited on the 24th February by the Director, who has left the following remarks:—

"I visited the Government Cess School yesterday, and spent the greater part of the day in examining the classes. The school has fully maintained its popularity, 53 boys being present out of a registered attendance of 60, and, under the conditions to which its management has been subject, has progressed very fairly. In some respects, there has been a marked advance (as in the subject of arithmetic throughout the school), and the principal weakness, *viz.*, in the matter of the English language, is not, I am satisfied, due to want of will on the part of the masters. The following were the results of the examination:—

"In the *First class*, the standard reached in English is not very satisfactory; the pronunciation is defective, and, by an error of judgment, the Head Master has adopted the *1st Reader*, which is far too difficult immediately after the *2nd* and *3rd* had been passed over. English writing from dictation was creditably done,—an advance on last year. Translation from English to Burmese, fair; from Burmese to English, a failure. No books of translation exercises has been used; this is a serious omission. The reading and writing from dictation of the vernacular were very satisfactory, and general questions in geography were very fairly answered. Similar defects in English were noticeable in the second class. The better half of the class, however, were able to read well. Sums in the compound rules of arithmetic were well worked by the majority. The *Third class* is very unequal in English, a few boys being far ahead of the majority. The spelling of English and translation from Burmese to English were generally creditable. The simple rules of arithmetic are fairly known. A very good beginning has been made in English in the *Fourth class*, which also showed much quickness in arithmetic, working sums in simple addition and subtraction quickly and correctly. There is a small Vernacular class below these, which was not closely examined. The general requirements of the school may be noted as follows:—(1.) *Building and Furniture:* A new building is much wanted, and its erection is sanctioned. I visited the site which has been chosen, and which seems very suitable. As regards furniture, there is only one black board without easel; at least three black boards, each with an easel, are required, and I shall be glad if the Sub-Committee will arrange for their provision through the Head Master. The desks and forms will suffice for the present. (2.) *Teaching Staff*; it is desirable that both the Head and Second Masters of a school of this grade should be better acquainted with English, and the present incumbents would benefit by practice in the Rangoon training classes.'

Pantanau Cess School.

60. Inspected on the 21st March by Mr. Ferrars:—

"Thirty-six boys and nine girls, of ages from 6 to 17, nearly all Burmese. Fee, eight annas. Attendance regular. Girls taught quite separately—not even examined in class with the boys; this is at variance with the Burmese custom, and more in accordance with modern Arakanese prejudice; the Head Master is Arakanese. *First Class.*—Seven boys. *Arithmetic:* notation known by four, simple subtraction by one, simple multiplication by six, addition of fractions by one, simple rule of three worked by three. This class was supposed to be ripe for compound proportion. *English*: pronunciation very bad; spelling from dictation, tolerable by less than half the class. Mechanical construing, without any attempt to parse, middling. *Burmese*: reading, tolerably fluent by half the class, but manner unintelligent; writing from dictation, very middling. *Second Class*: ten boys and one girl—the only girl who had made any progress. *Arithmetic*: the four simple rules; half the class are thorough up to this point. *Burmese*: reading fairly fluent, but unintelligent. Writing from dictation, slightly better than in the class above. In this school (like Moungdoo) the Head Master makes *English* his special study, leaving *Arithmetic* to his assistant. The building at present used is a *zayat*. An amount is sanctioned for a substantial school-house and furniture, but the state and prospects of the school would not seem to warrant any considerable expenditure.

Myanoung Cess School.

61. Inspected by myself on the 19th June. Moung Hpo Hman, the Head Master, transferred from Poungday, had been in charge two months. Attendance, 32, half of which was said to have been attracted since Moung Hpo Hman's arrival. All new incumbents attribute the temporary increase of pupils to anything but the true cause—mere love of change and novelty. *First class.*—Six boys. English reading and rendering fairly intelligent; the sense of words had been carefully explained, the text was taken too servilely, and pronunciation was timid; parsing good, and dictation fairly done by three boys, indifferently by the rest; two sums in reduction and long division of money, worked out imper-

fectly in minor details. *Second class.*—Nine boys. Reading of four boys, good; translation of three, only fair; oral spelling better than written. A reduction sum done by three boys smartly and correctly, and by the rest with more gradual success. *Third class.*—Eight boys, three of whom pronounced *feel*, "*fill*;" *too*, "*to*," &c., and made no distinction between *work* and *walk*, *warm* and *worm*, either in spelling or rendering. Five boys wrote a good dictation. All were fairly up in the simple rule, but Burmese notation was not practised sufficiently. In a Burmese dictation from the "*Hitopadesa*," only nine boys out of the aforesaid three classes acquitted themselves tolerably. Of the five senior boys comprising the vernacular class, the majority had joined only a month previous and were making way in *Stilson's Arithmetic*.

Kyangheen Cess School.

62. Inspected by myself on the 21st June. I found 26 boys, and all but two learning English. The *First class* was made up of five big and three very small boys, these latter reading different books. Although two senior boys were reading from the 3rd of the *Royal Reader* series, and one with fair precision, no one was fit to render what he had read, or anything but the simplest sentences; nor could any one spell simple English monosyllables. Six senior boys had great difficulty in taking down a division of money sum, and three were right; yet no one could state what two factors made 96, suggested in order to simplify their labour. The junior boys made a slightly better figure with their simpler book, but did not know the tables, and had never been practised in Mental Arithmetic.

This school was closed, and that of Yaygheen opened in its stead soon after the close of the calendar year.

Yaygheen Cess School

63. Re-opened as a Vernacular School from September last, and placed in charge of Moung Hpo Lon, who had hitherto taught in Oo Areeya Woontha's neighbouring monastery. This school has not been inspected during the year, but the Officiating Inspector is now approaching the spot. The average daily attendance has reached 15 only, and no fees have as yet been paid.

Shwe-doung Cess School.

64. Inspected by myself on the 13th June. 26 boys and 3 girls were in attendance. *First class.*—Nine boys. Translation into English, as well as reading and pronunciation, good; translation into English from Burmese never yet practised; this subject requires compilation of some simple *Burmese Readers*, and the Deputy Inspector recommends Mr. Simon's *Pictorial Reader*. English dictation fairly written by all,—by two boys exceedingly well. Rule of three and fractional money sums done by three boys who also knew something of interest; the rest were familiar with the simple rules and currency. *Second class.*—Nine boys. Pronunciation, faulty; translation, fair, considering the silliness of the English text; good dictation from five boys; addition of money sum, done well by four boys. *Third class.*—Six boys. Read passably; four read fairly and wrote well; nearly all could add and numerate up to tens of thousands in both languages. The three girls could spell well in the vernacular; one of them with remarkable precision who also

read intelligently from a newspaper hitherto unseen, and alone knew the tables. This is one of the very few Anglo-Vernacular Schools, in which all other subjects have not been neglected for the sake of English. The Fourth Master's attention was divided with questionable efficacy between the junior class and the aided Lay school of Moung Bya, a broker in the town, who in the busy season interested himself in paddy more than in his pupils.

Poungday Cess School.

65. Inspected by myself on the 10th June. Attendance, 50 boys, 45 of whom learnt English. At my former visit the senior and more intelligent pupils learnt through the Vernacular only. *First class.*—Eight boys. Their English reading and rendering of a studied piece was fair; average accuracy in dictation; all very backward in Arithmetic, in which this school once shone, having reached simple multiplication only, showing the usual neglect of everything for English. *Second class.*—Seven boys. Reading indifferent; rendering of a very simple piece, unidiomatic. Spelling of two boys only good, whether in Burmese or English. In Arithmetic no one was infallible in simple subtraction, and the sums could not be read out in correct notation in either language. The junior classes knew the rendering they had been taught, but were ignorant of rudiments. A *Vernacular class* of seventeen had been in the special charge of Moung Tsaw, and five of them were fairly perfect as far as discount, but this master's attention had been diverted, owing to the shorthanded staff, to teach English in the other sections of the school, which he was more ready than competent to do; and more was known about European currency weights and measures than those in use in the Province. In spite of this, Poungday is, of all out-stations, perhaps the most deserving of an efficient staff for its school, since the demand is eager and school attendance more numerous and permanent than at any other institution of this class.

Allanmyo Cess School.

66. Inspected by me on the 3rd June. The attendance of boys was 23; there were no girls. The *First class* consisted of eight boys, the senior of whom, aged 15, was the only pupil in the school who had made any real progress in English or Arithmetic, and alone was able to work out without aid a rule of three sum. The *Second class* also consisted of two boys only, whose reading and rendering were fairly passable, and who can work out a division of money sum. *Third class* of five boys at the *Primer*, a simple passage of which was read ill and worse rendered; four of them cast up a money addition sum. Eleven boys formed the Vernacular Class, three only of whom wrote a mediocre Burmese dictation of two lines. They were able by rote to answer simple questions in the tables in English, which they could not translate into Burmese. Burmese was badly written throughout the school, except by the head boy. Countries on the map of the world were pointed out with fair accuracy. Six pupils of poor parents were attending gratis by permission. The monthly attendance during the hot weather appears to have averaged 21. The school has but little life.

Cheduba Cess School.

67. Inspected by Mr. Ferrars on the 6th December.—

"Twenty-one pupils of 8 to 17 years, nearly all Arakanese. Fee, 8 annas; attendance regular. *First class.*—Two boys of 17. *Arithmetic*: as far as compound division; notation and simple rules known by neither. *English*: reading, I could not understand a syllable. *Burmese*: six boys' reading and writing from dictation, good. *Second class.*—Four boys. *Arithmetic*: as far as simple multiplication; this standard worked about half way up to by one boy. *English*: no result to record. *Burmese*: reading and writing from dictation very middling. *Third class.*—Four boys. *Arithmetic*: as far as simple addition; notation not known by one. *Burmese*: dictation, fair; caligraphy (vernacular) is a speciality at this school. I am told that some time before the establishment of this cess school the Myooke, Head Constable, and Judicial Writer got an array of boys out of the town and paraded them before the Deputy Commissioner as the children of parents eager for instruction, were there only a school for that purpose. * * * I subjoin an extract from a report by the Head Master, and also the report *in extenso* of the Deputy Inspector, both dated within a month of my inspection. They are exceedingly instructive, shewing, as they do, how reports, seeming, in their abundance of detail and specific nature of their statements, to contain internal evidence of trustworthiness, nevertheless may produce quite opposite impressions to those which our own examination of the facts would suggest. *Head Master's Report.*—"Two or three times a week they are taught land-surveying and plotting by me. Occasionally they are made use of by the Extra Assistant Commissioner to survey lands in dispute which come before his Court. This is done at my request with a view that they may obtain a practical knowledge of surveying." *Deputy Inspector's Report.*—"I have inspected the Cheduba Government Cess School on the 24th ultimo, and examined the boys in Burmese, *Pali*, and Arithmetic. There were present on the day of my visit 19 pupils, formed into first and second classes, with an addition of four new boys, who were to be registered in the ensuing month. The number on the rolls had greatly fallen when compared with that which I had seen in the previous year, owing to the scholars having been made to pay fees to Government. * * *"

The Head Master, Mr. Mackertich, has recently written in despair of his ability to attract anything but a very small attendance, and this only by proffer of gratuitous tuition. The idea of paying fees would appear to be scouted with contempt. I have recommended the closing of the school.

Henzada Cess School.

68. Inspected by myself on the 10th and 11th July, when 58 boys and 20 girls were present. *First class.*—Eight boys. The reading of half the class intelligent; dictation from the *Namizat* fair; a double proportion and fractional sum smartly worked out by five boys as well as a problem in simple interest. Instruction in rudiments of land-measuring wanting. *Second class.*—Fifteen boys. Reading fair from a part of the class only; a rule of three money sum worked out by three boys only; results in arithmetic, poor. *Third class.*—Sixteen boys, of whom four read with fluency and intelligence. A fair dictation from 11 boys; a simple long division sum, essayed by all but a few who had not mastered the multiplication tables, was in the end correctly worked by six, but with symptoms of careless tuition. *Fourth class.*—Fourteen boys. This class was managed, or rather mismanaged, by an apathetic teacher of Mandalay origin who must have been engaged locally. Ignorant of it himself, he had left his pupils to learn arithmetic as best they could, and some of the very youngest girls had to be called up to shew them how to add simple quantities, and spell even the simplest

monosyllable. Some of the senior girls read and wrote extremely well and rapidly worked out rule of three sums which far older boys boggled over. The school was thus unequal in many points, and especially in its staff of teachers. It was overcrowded, particularly with infants, who should have been at their rudiments in any of the aided lay schools close by. No children need be admitted who have not qualified under the second standard in Burmese and Arithmetic. The school has taken root and no objection appears to be made to the payment of fees, *viz.*, 6 annas for boys and 3 annas for girls.

Nagathaingyoung Cess School

69. Inspected this school on the 19th July, when 32 boys and 15 girls were in attendance. *First class.*—Three boys; two, like the Head Master, were Mussulman. The *Eastern Primer* was the only English text-book in use throughout the school; reading was fair; translation into Burmese, fair. Only one boy could work out a long division of money sum. The *Second class* consisted of nine boys, only one of whom was pure Burman; the pronunciation of many common words was vitiated. Easy long division sum done by four, and simple addition by three boys: the tables imperfectly known. Four girls were proficient in *Burmese* and in *Arithmetic*, and had mastered the simple rules; seven were at the alphabet, well taught by a senior female pupil, named Ma Oh, aged 13. There should be a strong Burmese element in the school; a great number of the pupils are Mussulman, and the Head Master's application for a boarding-house was, I found, based on the fact that four Mussulman boys, respectively from Myanoung, Kyunpyaw, and Henzada, come to him in order to learn "Mussulman customs and literature." The Head Master is very anxious to do his best, but he is neither a good English nor a good Burmese scholar. The school is Anglo-Vernacular, and can only be supported as such. There are boys in the neighbouring monastery, Oo Wisara's, who far outstrip the best of the Government School pupils in Arithmetic as well as Burmese.

Choungzon Cess School

70. Inspected by Mr. Ferrars on the 12th April.—

"Established in August 1874: 24 boys and 12 girls, of 9 to 15 years, principally Talaings. Fee for boys, eight annas; for girls, four annas; attendance, regular. *First class.*—Four boys only present, owing to Burmese festival. *Arithmetic*: as far as reduction; only one boy thorough, up to this standard *Burmese*: two boys and two girls: reading, very good; dictation by the girls, good; by the boys, middling. *Second class.*—Five boys and 15 girls. *Arithmetic*; notation: known by none. *Burmese*: reading poor by most; dictation rather better; English 10 boys; pronunciation very fair by all; construing, without elementary parsing, fair by most. The building here is only a bamboo shanty, even the floor being bamboo. It is in great disrepair."

Thatone Cess School.

71. Inspected by Mr. Ferrars on the 9th October.—

Thirty-two boys and 23 girls, chiefly Burmese: only four Toungthoos. The school building is hired, and is scarcely adequate: no blackboards, desks, or apparatus. Medium of instruction, purely Burmese. Neither of the masters know English, nor the English manner of keeping accounts. They resort to the Assistant Commissioner for interpretation of the official correspondence from Rangoon, which Mr. Davies finds a considerable burthen. A Burmese docket to every communication would obviate this, and enable a fresh incumbent to read up his back corres-

pondence. Discipline, moderately good; boys and girls taught quite separately, by separate Masters, by not even bringing them up in class together, a healthful form of emulation is lost. Examined with the help of Mr. Davies. *First class*.—Seven boys and five girls. *Arithmetic*: as far as compound proportion which was, however, worked rightly by one boy only; simple rules well worked; addition of fractions done by three boys and three girls; notation, not well known. Mental Arithmetic, very good. *Burmese*: reading good. *Second class*.—Six boys and four girls. *Arithmetic*: as far as practice; notation well known; simple rules, thoroughly known; practice worked by three boys. The girls know almost nothing. Reading, very elementary, but careful. *Third class*.—Seven boys. *Arithmetic*: as far as simple subtraction; notation, well known. Girls of the coresponding class learning the alphabet. The progress at this Cess School is satisfactory, all considered.

Myohoung Cess School.

72. Inspected by Mr. Ferrars on the 24th November.—

"Started, October 1874; new, commodious building since August 1875. Purely experimental as regards English instruction; 17 pupils on the roll; there were at one time as many as 40, but the misbehaviour of the first, and irregularity of attendance of the second (continually sick) of the Masters formerly in charge, destroyed the prestige of the institution. Ages of pupils, 7 to 15, all Arakanese. Fee, 8 annas; average attendance, 15. About 100 boys of 12 to 16, in the town, going without education; if education were offered free, the parents would be ready to spare some 30 of them. *First class*.—Nine boys, of 8 to 15 years. *Arithmetic*: as far as simple division, known well by half the class. Easy mental arithmetic well done. *Geography* being taught without definition of terms; excuse, no text book. *English*: pronunciation tolerable, construing likewise, but merely mechanical, as no attempt to teach parsing has been made (a common fault in nearly all the schools) *Second class*.—Four pupils, aged 11 to 12. *Arithmetic* as far as simple subtraction, thoroughly well known by all, and worked rapidly. *Burmese*: reading from unfamiliar text, very fair; writing from dictation, good by two boys."

Moungdoo Cess School.

73. Inspected departmentally for the first time since its establishment by Mr. Ferrars on the 15th November 1876.—

"40 pupils, from 6 to 19 years; 36 Arakanese (at least half the population of this part is Chittagonian). Fee, 4 annas; average attendance, 26. *First class*.—Six boys, ages, 14 to 16. *Arithmetic*, as far as decimals, which were moderately well known. A little *Practical Geometry* and *Elementary Surveying* was known. These results are creditable, but it is surprising that the Head Master should make these subjects the province of his Assistant, and confine his own labour to the teaching of English and Burmese. In the former subject he had a class of 14: their pronunciation was exceedingly bad, the words were barely spelt out. a poor attempt was made at writing from dictation, and at construing. School started 1873; present Head Master here one year. *Burmese* reading, muddling. *Second class*.—Eight boys. *Arithmetic*: the compound rules; very little progress; *Burmese* reading, very indifferent. *Third class*.—Seven pupils. *Arithmetic*: the four compound rules, no progress. *Burmese*, mere spelling."

(2.) Schools aided by Trained Assistant Masters.

74. In the town and suburbs of Rangoon four lay schools and one monastery; in the districts of the Pegu division 10 lay schools and one monastery; in the Tenasserim division, six lay schools; and in the Arakan division, three lay schools and one monastery: in all, 23 lay schools and three monasteries receive the aid of trained Assistants. These numbers shew no increase compared with those of last year, because at the close of that under report the period of training prescribed for the more capable of the normal students had barely elapsed, and, short as that period has been shewn to be, it was thought advisable rather to prolong it than hurry any of these youths out into the

interior. The grading of this class of teachers on salaries progressive, but contingent upon results, forms part of the Director's revised schemes of primary instruction already referred to. Meanwhile, the most deserving of the men have been promoted to incumbencies in the recently sanctioned Vernacular Cess Schools of the 2nd grade at Thayetmyo, Yuahtoung, and Yaygheen, the weak point of which would seem to be the youth of the teacher at the head of each, and his consequent failure to inspire parents with confidence. The nearer, also, to the frontier, the greater the prepossession, as a rule, in favour of the absurdities of Mandalay scholarship. From the majority of these schools, fair results continue to be reaped; but amongst the crowd of schools in the town of Rangoon the Assistants would appear to be really less under supervision than they are at the Deputy or Assistant Commissioners' outstations.

Rangoon District.

75. Mr. Ferrars reports :—

"August 15th, second inspection; ninety boys and 20 girls present. Fee of 8 annas paid by about 70 pupils, but children greatly crowded, and very dirty, as likewise the teacher and his premises. Conservancy disgraceful, the examination had to be made out-of doors. Two boys rewarded for Arithmetic under the highest (V.) Standard, worked simple rule of three well, but were not conversant with fractions. Three pupils passed under the III. Standard, worked the simple rules, but not reliably. Burmese reading and Pali recitation were good throughout the school. In comparsion with these subjects, Arithmetic seems to receive too little attention, and the rewards given for proficiency in it to be too high. The Deputy Inspector reports unfavourably upon the Assistant Teacher's industry. August 15th, 50 boys and 34 girls. Fee of 8 annas. Children neat and orderly. Punkahs hung, ventilation good, but building unsubstantial. Furniture good; black board in use. Examined the highest class 8 boys, in the principles of elementary surveying · found that they were on the way to attain a conception of the subject. The Deputy does not report favorably upon the Assistant."

Moung Ohn Gaing's Lay School, [Rangoon Town] aided by Assistant Teacher Moung Shwe Yon

Moung Pay's Lay School, [Rangoon Town] aided by Assistant Teacher Moung Toke Hpyoo

76. The Officiating Inspector of Schools reports on the former :—

"Inspected August 15th. Building only inspected; the children had just left. The stench in the place was insupportable. Ill-ventilated, crowded schools may prove sources of danger upon the approach of an epidemic." And on the latter :—"August 15th. Twelve boys and five girls; school neat and clean; children likewise. Heard some little girls of 7 to 9 years, passed by I., II., and III. standards in Burmese, read wonderfully well. The Deputy Inspector reports well upon the Assistant."

Moung Toon Ling's and Moung Tha Doon's Lay Schools, [Rangoon Town] aided by Assistant Teacher Moung Tsan Doon

Inspected by Mr. Ferrars the 15th August.—"Forty-five pupils, mostly boarders. Well-disciplined, clean, and tidy. The Head Teacher knows Arithmetic and a little English. Examined pupils passed by II., III., and IV., standards in Arithmetic. The results were good, and thorough rapidity was not arrived at; the subject is well explained, not mechanically taught, as is

Oo Zawana's monastery Ashetawyah, [Rangoon Town] aided by Assistant Teacher Moung Hpo Myit.

the case in many schools. Reading Burmese by I., II., and III. standards was fair. The Head Teacher says he would have far larger numbers if their sustenance could be obtained. The boys march into town every morning and collect food. It is surprising that parents should not contribute food enough for their own children, especially when aided by the contributions of others. The Deputy Inspector reports unfavourably upon the work of the Assistant Master, Moung Hpo Myit." This hpongyee has yearly been mentioned as an enlightened and excellent teacher.

Henzada District.

77. Inspected by myself on the 8th July; a large mixed attendance. The Assistant had been trained in the local Cess School only, and had been here but 2½ months. Nevertheless, the work had been fair, 16 out of 18 prize-winners were tested satisfactorily; standards III. and IV. in Burmese, and the III. standard in Arithmetic, had been attained respectively by one girl, one boy, and two girls. Mental Arithmetic was properly valued. The *tsaya's* son, who had been rewarded under standard IV., and taken the Annual District prize in Arithmetic, was a probationer for that Lent in a monastery. I also examined all the more proficient of the non-prize-winners, and found a number who might well have been rewarded both in Burmese and Arithmetic. Three boys worked out a fractional sum, and the complaint that the Deputy, Moung Louk, had not examined in fractions because he did not understand them himself, was, I believe, well grounded. This school was inspected and favourably noted by the Director two months afterwards:—"The building is very miserable, but the Head Master is shy of the Building Grant Rules. The newly appointed Assistant seems an acquisition."

Moung Hpyoo Oo's Lay School, Henzada, aided by Assistant Teacher Moung Thet.

78. I found 14 boys and 23 girls on the 15th July. Four of the latter smartly worked out a long division sum, which floored the only boy who essayed it. The girls' mental arithmetic was signally good; a dictation from the *Waythandaya* was excellent all round, both as regards handwriting and orthography.

Yaygheen Mongyee Ko Shwe Moung's Lay school, aided by Assistant Teacher Moung Hpo Way.

79. This *kyoung* was attended by over 90 boys at the date of my inspection, the 15th July. An intelligent "*upazin*" taught religious, and the Government Assistant secular subjects. The eight recent prize-winners were present: of five who were set to work a rule-of-three, a long division of money, and a fractional money addition, sum, four boys worked out all, and the fifth two out of the three, problems correctly. The first four wished to be sent down to the Normal Class of the High School, and were qualified, but I selected one only, who had noviciated and would not be interrupted in his studies again on that score. A month previous, a prismatic compass and chain had been bought by subscriptions of the pupils' parents and elders for Rs. 80, and remained in charge of the hpongyee. Moung Hpo Lon was but partially qualified to teach surveying.

Oo Areeya Woontha's Monastic School, aided up to 31st August by Assistant Teacher Moung Hpo Lon.

PROME DISTRICT.

Poungday Moung Koo's Lay School, aided by Assistant Teacher Moung Yan Meng Oung

80. I found 55 boys and 37 girls attending the 11th June, in the *tsaya's* unwholesomely crowded house. Except three boys, one of whom had joined the Government Cess School, the prize-winners (15 in number) were present. Proficiency had been attained in Burmese by four senior boys, and in Arithmetic by three of them who had worked out a fractional addition of money; three showed a knowledge of simple fractions, and five more, with one girl, had acquired rule of three. Rs. 75 had been well disbursed in rewards, but the Deputy had without grounds inferred that, because the *tsaya* received Rs. 5 per mensem from Government (which, I take it, is merely a *quasi*-retaining fee to this class of indigenous teachers), he was not entitled to the equivalent. The most proficient pupil was the teacher's son, who has since joined the Normal Class.

Shwedoung Moung Bya's Lay School, aided by Assistant Teacher Htoon Oo.

81. Inspected by me on the 13th June. The Assistant Teacher is the Junior Master in the Government Anglo-Vernacular Cess School. About 24 boys and eight girls were attendant, but of eight male prize-winners, five only were present. Several deserved rewards besides these, but it is of course impossible to say whether at the Deputy's visit the unrewarded proficients were in attendance. The *tsaya* is a paddy-broker and in the season, as I have already remarked, interests himself more in paddy than in his pupils: of this his Assistant complained.

Padoung Ko Leng's Lay School, aided by Assistant Teacher Moung Hmyin.

82. Inspected by me on the 15th June. The Assistant has continued to contribute towards raising the indigenous standard. Only 13 pupils, of whom two were girls, attended. A long division of money sum was done by two boys only; one alone could give the factor of 72, 27, &c.; no one could divide by short division. The assistant has since been reported and his services dispensed with.

THAYETMYO DISTRICT.

Thayetmyo, late Moung Ko's Lay School, aided by Assistant Teacher Moung Shwe Oo.

83. Inspected by me on the 5th June; attendance, 37. No improvement here in style; the Assistant seemed stupid, the pupils, eight of whom were prize-winners, sharp enough. A dictation was taken down passably; a rule of three sum done by one boy only; a simple division sum by a single boy. Short division by factors unknown. The Director, in August, noticed the reading as good, the attainments in Arithmetic poor. Moung Zan, from the Aided School of Moung Youk, Toungoo, has been transferred to this school.

Yuahtoung, late Moung Kan Tsa's Lay School, aided by Assistant Teacher Moung Chain.

84. Inspected by me on the 3rd June. I found a regular attendance of 51 boys and four girls, 15 out of 18 prize-winners were present, and examined. Notation, the tables, mental arithmetic, fair all round; one boy only worked out correctly

a rule of three sum; reading good. The Deputy had not rewarded in *Pali* because loose paraphrases, not the meanings of single words, were given. The school building, towards which Government had contributed Rs. 225, is a substantial one.

Toungoo District.

Toungoo Moung Youk's and Moung Shwe Ay's Lay Schools, aided by Assistant Teacher Moung Zan.

85. Inspected by Mr. Ferrars, on the 28th September :—

Moung Youk's School.

"Eighty-four boys and 35 girls, ages up to 15. Mostly Burmese. No fees. School established for nine years: aided during the last three. Building neat, and fairly substantial, but small. Registers of attendance carefully kept. Discipline good. *Arithmetic*: nine pupils, five of whom were girls passed under the II. standard, *i.e.*, certified to be able to do simple multiplication, and the rules that precede it. I found it impossible to puzzle these pupils from notation up to compound proportion. I then examined the remainder of the class, consisting of seven boys and six girls, making 22 in all, and found them equally proficient. Mental Arithmetic was also good. I do not suppose that any result at any class of school in the province can compare with this. The Head Teacher leaves the subject entirely to the Assistant. The V. standard prescribes only simple proportion and interest. If the above class did not all deserve rewards under the V. standard, no pupil in the district deserved a reward under any standard. In order to be able to present themselves for the District Scholarship Examination, candidates should have passed under the IV. standard. This class was accordingly disqualified by the Deputy Inspector's Examination of February 1876, and since that time he had not visited Toungoo to give the candidates a second opportunity (*vide* remarks on Sabaydat Khyoung, Kyeik-to). Burmese reading and Pali recitation are also very good, and are mainly taught by the Assistant. The Head Master and his Assistant have taken some very improper steps in commenting upon the fitness of the Deputy Inspector, and subsequently have fallen out after a good understanding had lasted three years. The success of the school was perhaps due, not so much to tact and patience on the part of the Assistant, as to the Head Teacher's non-interference."

Moung Shwe Ay's School.

"Gratis assistance given by Moung Youk's Assistant in spare hours: 18 years established. House poor and unsuitable, 49 boys and 7 girls, children of poor people. No fee. Discipline bad. Three boys, passed under II. standard, worked correctly up to V. standard in Arithmetic. Not nearly up to the level of the pupils at Moung Youk's, though rewarded on the same scale. Reading well taught; proficiency in indigenous style."

Shwe-gyeen District.

Shwe-gyeen Moung Toke's Lay School, aided by Assistant Teacher Moung Shan Byoo.

86. Inspected by Mr. Ferrars on the 30th August :—

"Fifty-one pupils, of whom 16 girls; mostly young children. Building designed for exclusive school use. Everything clean and neat. Compulsory fee of 6 annas. Discipline good: the orderly passing of a cheroot down class notwithstanding. *First Class.—Burmese*: reading from unfamiliar text (newspaper) fluent by three girls and several boys. *Arithmetic*: fraction sums correctly done by three girls (the total in the class), and by three boys out of nine of similar ages. The lower classes are very deficient in Arithmetic. * * * * * A specially unpleasant feeling has existed between this Head Teacher and his Assistant from the first. The present Assistant is a young man of considerable ability, but of greater self-opinion. His position under a sexagenarian with little knowledge and stereotyped prejudices is trying, but it is what he had to be pre-

pared for, and what others have endured with more display of tact. Since my inspection, repeated insubordination has been reported, and Moung Shan Byoo has accordingly had to be transferred."

AMHERST DISTRICT.

Amherst Lay School in charge of Assistant Teacher Moung Hpo Too.

87.—Inspected by Mr. Ferrars on the 11th April. The school was abandoned in 1874 by the indigenous teacher (*vide* last year's report paragraph 92). Mr. Ferrars says :—

"Forty boys and 32 girls ; no fee levied, under the mistaken impression that it would be improper. Assistant Teacher Rs. 20, Assistant Mistress Rs. 15. The Assistant has been instructed by me to raise as much in addition by fees as he can. The building used is an old *zayat* once very good, and capable of being made proof against the weather at a trifling cost. No furniture. Boys taught separately, and girls by a special mistress. The teacher observes :—'Parents do not like boys and girls to be taught together ; it is not as it used to be.' *First Class.*—Three boys. *Arithmetic* : as far as addition of fractions, fairly well grounded ; girls make no attempt. *Burmese* : three girls read fairly, but wrote poorly from dictation ; the boys read uncommonly well, but also wrote poorly. *Second class.*—No attempt at *Arithmetic* ; reading good by the boys, poor by the girls ; dictation pretty fair by both. *Third class.*—No *Arithmetic* ; reading and dictation fair by the boys ; no attempt at dictation by the girls. The school is below the average. The teacher shews what he can do with the three boys of the first class, to whose parents he is no doubt beholden in some degree. Authority to insist on payment may stimulate him to a wider interest in his pupils."

TAVOY DISTRICT.

Moung Mo's and Moung Kyan Nya's Lay Schools, aided by Assistant Teacher Moung Kaing

Moung Shwe Mo's Lay School, aided by Assistant Teacher Moung Yo.

88. The school of Moung Kyaw Nya is the only one noticed by Mr. Ferrars, as follows :—"Inspected on the 28th October 1876. Twenty-seven boys and 26 girls. Two passed in Arithmetic under the III. Standard, and one under the II. Worked correctly from notation up to rule of three. The Head Teacher complained that he has not been dealt with liberally, and asked me to examine certain of his unrewarded boys, whom I found to be deserving. The Deputy Inspector's explanation is that the examination was deferred in order to save money, the funds at disposal not being sufficient to permit of rewards being dealt out twice in the year."

AKYAB DISTRICT.

89. The aided schools of this class were inspected by Mr. Ferrars, and his report of them is quoted at length :—

"Inspected on the 26th November 1876. Fifteen pupils, of whom four scholarship candidates. No fee. Master absent, summoned to Court, pupil teacher acting for him. Almost no competition. *First class.*—Four boys, ages 17 to 19. *Arithmetic* : as far as rule-of-three ; simple rules fairly well known, but little beyond. *Burmese* : reading good, writing from dictation indifferent. *Second class.*—Seven boys of 10 to 16 years. No *Arithmetic*. *Burmese* reading poor."

Mroungbway Lay School aided by Assistant Teacher Moung Quay Yan.

"The new school-house has been completed at a cost of Rs. 2,000, of which Government contributed Rs. 1,200. The attendance has increased from 19 at the close of last year to 48. The Deputy reports that fair progress is being made, and that the Assistant performs his duties diligently."

Kyouk-pin-sait Lay School, aided by Assistant Teacher Htoon Tsan Baw

"Inspected on the 10th November. 66 boys and 16 girls, of ages 6 to 16. No fee. No prizes awarded for Arithmetic or Burmese, but Rs. 40 for *Pali*. The school-house is very bad, and the children greatly overcrowded. Examined the passed candidates in *Pali* by the help of the Deputy Inspector, and found their rehearsing and knowledge of the glossary satisfactory. No doubt the teaching in this subject lacks intrinsic value, but the attempt to place it on a more rational basis could only discourage the number who now study, and the present system may help to keep the subject alive till the understanding for a better system has become popular. The Assistant Teacher has been here five months only, but might shew better results for that period."

Akyab [town] Lay School, aided by Assistant Teacher Moung Oung Zan.

"Inspected on the 9th November 1876. One hundred and twenty-two day-scholars and three residents. Of five passed in Arithmetic under the IV. Standard, four worked as far as compound proportion with perfect accuracy. Eleven, passed under the I. Standard, worked the simple rules thoroughly well. No rewards were attained in Burmese, but nine I. Standard and one II. standard in *Pali*. The results in Arithmetic are highly satisfactory, and place the school second or third on the list of indigenous schools for the whole province. This hpongyee did not get on well with the Assistant formerly posted under him; he was allowed to nominate an eligible Assistant himself, with the above result. The *kyoung* is poor, and the approach to it bad. The Deputy Inspector's explanation for passing the four best schools under the IV. Standard only was that he believed the wording of the circular to imply by the word "*tha*," that the V. Standard would disqualify. The Deputy Inspector reports most favourably upon the industry and ability of the Assistant Teacher: he thinks that some improvement of prospects would be desirable in order to secure the permanence of his services."

Akyab [town] Hkoung-loung Monastic School, aided by Assistant Teacher Hpa That Min.

(3.) Indigenous Schools aided by "reward."

90. I fully concur with the Officiating Inspector in the following remarks on the status at which the mass of primary schools of indigenous origin have now arrived:—

"The success of departmental operations, upon the field of primary education, has been considerable if it may be measured by the degree to which the schools have outgrown the standards originally prescribed. No Deputy Inspector gives rewards according to their strict letter, nor does any teacher claim them."

A revision of the standards has already been framed by the Director and submitted for the Chief Commissioner's approval. The Officiating Inspector reports that, as a rule:—

"The Deputy Inspectors have displayed judgment and tact in their use of the discretion thus imposed. It would, however, be satisfactory if responsibility were more clearly defined, and a revision of the standards undertaken."

91. The following statistical summary exhibits for each district the number and class of indigenous schools aided under the "results" system during the year, the attendance and number of prize-winners in each, and the amount spent on rewards both to pupils and teachers:—

Statistical Summary of Schools aided by "rewards" for the year 1876-77.

District.	Number of Successful Schools.				Pupils.						Prize-winners.						Amount spent in Prizes.
						Lay.		Others.				Lay.		Others.			
	Lay.	Monastic.	Others.	Total.	Monastic.	Boys.	Girls.	Boys.	Girls.	Total.	Monastic.	Boys.	Girls.	Boys.	Girls.	Total.	
																	Rs.
Rangoon ... ... Thonkwa	44	215	...	259	7,470	906	465	...	...	8,841	847	193	92	...	...	1,132	5,000
Bassein	39	149	...	188	1,659	466	145	...	...	2,270	343	123	31	...	...	497	1,750
Henzada	58	134	..	192	3,794	1,224	473	..	...	5,491	422	259	116	...	...	797	3,000
Prome	26	85	3	114	2,722	765	249	33	95	3,864	219	139	62	6	22	448	3,400
Thayetmyo	17	27	2	46	782	351	190	76	28	1,427	72	71	24	16	12	195	1,096
Amherst	21	100	...	121	5,750	4,014	566	...	...	10,330	289	117	80	...	...	486	2,150
Tavoy	6	...	...	6	...	224	144	...	...	368	...	32	33	...	...	65	716
Mergui	4	9	...	13	300	52	35	...	...	387	38	5	2	...	...	45	280
Shwe-gyeen	14	41	...	55	1,569	301	131	...	...	2,001	154	40	27	...	...	221	650
Toungoo	10	36	...	46	1,311	499	179	...	...	1,989	99	64	34	...	...	197	697
Akyab	8	150	...	158	3,091	206	38	...	...	3,335	151	35	12	...	...	198	830
Kyouk-hpyoo	6	29	...	35	978	126	22	...	...	1,126	85	64	18	...	...	167	872
Sandoway	2	11	...	13	371	102	15	...	...	488	43	20	16	...	...	79	650
Total ...	255	986	5	1,246	29,797	9,236	2,652	109	123	41,917	2,762	1,162	547	22	34	4,527	21,091

92. The total number of schools, pupils, and prize-winners for the year, are thus compared with those for the year 1875-76 :—

Comparative Statement of Pupils and Prize-winners in Indigenous Schools.

Districts.	Number of schools.		Number of pupils.		Number of prize-winners.	
	1875-76.	1876-77.	1875-76.	1876-77	1875-76.	1876-77.
Rangoon .. .. Thonkwa	251	259	8,702	8,841	997	1,132
Bassein	136	188	2,098	2,270	292	497
Henzada	181	192	5,172	5,491	611	797
Prome	129	114	2,975	3,864	430	448
Thayetmyo	35	46	1,127	1,427	142	195
Amherst	143	121	6,412	10,330	426	486
Tavoy	13	6	364	368	49	65
Mergui	16	13	554	387	43	45
Shwe gyeen	52	55	1,605	2,001	218	221
Toungoo	28	46	1,449	1,989	319	197
Akyab	46	158	836	3,335	172	198
Kyouk-hpyoo	83	35	1,405	1,126	109	167
Sandoway	29	13	391	488	43	79
Total ..	1,142	1,246	33,090	41,917	3,851	4,527

93. As in the previous report, next follows the detailed statement shewing the variation throughout the districts, in the number of pupils qualified during the past two years under the several standards in each subject :—

Comparative Statement shewing the number of pupils passed under each standard in 1875-76 and 1876-77.

District.	Standards in Burmese.										Standards in Pali.										Standards in Arithmetic.									
	I.		II.		III.		IV.		V.		I.		II.		III.		IV.		V.		I.		II.		III.		IV.		V.	
	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.	1875-76.	1876-77.
Rangoon ...	306	357	322	298	112	136	17	19	2	1	16	63	26	65	18	42	2	2	2	3	109	125	85	90	96	56	15	22	11	3
Thonkwa ...																														
Bassein ...	92	221	102	143	55	43	12	22	2	...	1	9	...	...	1	...	...	...	...	...	8	19	12	10	11	3	7	1	...	
Henzada ...	152	144	175	127	84	112	83	29	23	6	3	118	1	27	...	15	2	...	...	...	46	104	36	52	17	33	12	16	5	5
Prome ...	180	170	56	165	28	97	7	37	...	12	46	3	6	7	2	6	1	4	...	2	132	56	34	45	13	27	4	7	...	2
Thayetmyo ...	38	70	40	74	3	41	...	17	...	3	22	2	4	2	2	1	...	...	...	...	26	41	23	19	5	9	1	3	...	...
Amherst ...	106	108	82	95	68	48	53	24	8	12	9	32	3	16	1	3	...	...	...	1	54	66	34	58	22	26	6	7	...	2
Tavoy ...	9	6	30	26	34	14	10	3	...	...	...	40	7	21	...	62	...	7	...	...	5	42	3	23	2	36	...	1	...	...
Mergui ...	6	6	18	5	29	16	1	5	...	...	...	6	...	3	...	24	...	5	...	...	...	...	1	...	1	2	...	...	...	...
Shwe-gyeen ...	158	133	37	27	10	5	...	...	...	...	...	28	...	8	...	2	...	...	...	...	5	7	8	13	...	5	...	...	...	...
Toungoo ...	145	67	29	32	2	6	...	...	...	...	...	31	...	8	...	1	...	...	...	...	88	21	34	19	2	16	...	5	...	...
Akyab ...	72	11	27	6	10	13	5	1	2	1	47	64	2	38	...	6	...	...	...	...	33	27	5	11	7	6	...	7	...	1
Kyouk-hpyoo ...	13	9	34	40	17	28	1	11	...	...	16	9	6	25	1	11	...	2	...	...	11	5	3	17	7	10	...	...	...	...
Sandoway ...	7	5	14	23	10	7	...	7	...	1	5	3	...	12	1	11	...	2	...	...	1	2	1	1	3	5	...	...	...	...
Total ...	1,284	1,307	966	1,061	462	566	189	175	37	36	165	408	55	232	26	184	5	22	2	6	518	509	279	358	186	234	45	69	16	15

94. The Educational portion of the Local Cess Fund is the source whence the indigenous primary schools of the Rangoon town and suburbs, in common with those of the district, receive aid in the shape of money rewards to pupils and the equivalent to their teachers. I have to observe that nearly half the expenditure for Rangoon is absorbed by some 50 indigenous schools in Rangoon town and suburbs, and that this number shews a tendency, under the present liberal system, to multiply *ad infinitum*. The fact is that any one of ordinary respectability in every street and by-way may assemble a few children and set up a so-called school, in which the Deputy must examine, and, under the present standards, must almost infallibly find some *scintillæ* entitling to reward. I do not deny that occasionally he finds considerable merit: but questions as to how or where the qualifying knowledge was attained are somewhat invidious. There are some good, but many inferior schools in this locality, and whilst many teachers in both alike would seem to receive from Government far more recompense than they deserve, many more receive what they certainly do not deserve at all. The time has, I think, arrived for distinguishing Rangoon from the interior, and henceforward making a Government certificate of proficiency the first condition of the town teachers' eligibility to touch the equivalent of their pupils' receipts.

Rewards to indigenous schools in Rangoon town and suburbs.

95. The increase in the total of successful Monastic Schools accrues from the district and environs of Akyab. Whether the Talaing monasteries of the Amherst District, in which it would appear that the Deputy has, under recent instructions, forced himself to find *recipients* of rewards, are worthy to be included under this category, is a question which the following remarks, by the Officiating Inspector of Schools, should serve to solve:—

"In August 1876, the Resolution of the Government of India upon the annual report of this department for 1875-76 was circulated to the Deputy Inspectors, with a memorandum specially calling their attention to paragraph 4 thereof, and directing them to exercise great care in pronouncing any monastic school incapable of improvement and undeserving the visits of the Deputy Inspector. The greatest number of monasteries thus struck off the list of formal schools was in the Amherst district and in those parts of it where the Talaing race are least denationalized. The Talaings have a few religious books in their own language, and, unlike the Toungthoos and Karens, are not obliged to cultivate the appearance or reality of religious learning by means of the Burmese language and books. Theirs are accordingly the only Buddhist monasteries in the country where Burmese is not taught, for even the Shan Hpongyees learn and teach it. It does not appear that the Talaing Hpongyees are assiduous in teaching the Talaing language, or, indeed, teach it at all. None of them teach Arithmetic. The only function they seem to exist for is that of occupying the exceptionally luxurious monasteries the Talaings found. Among them the greatest excrescences of the system are embodied, and the least hope of a resuscitation of useful activity is warranted."

In the report for 1874-75, paragraph 140, is quoted my own remark upon the obsolete character of the Talaing *kyoungs*. The Akyab district is now in charge of a Burman who has succeeded an Eurasian Deputy Inspector.

96. The substance of the several District Deputies' reports, commented upon or supplemented by the Officiating Inspector, here follows :—

AKYAB DISTRICT.

"The number of schools visited by the Deputy Inspector was 158, *viz.*, 150 monastic, 8 lay schools, against a total of 120 in 1875-76. The number of pupils in attendance at the schools visited is 3,335, *viz.*, 3,091 boys in the monastic, and 206 boys and 38 girls in the lay schools, against 3,385, the total of 1875-76. The number of successful schools is also 158, *viz.*, 150 monastic and 8 lay, against a total of 46 in 1875-76, exhibiting an increase of 112, *viz.*, 107 monastic and 5 lay. The prize-winners are 151 boys in the monastic, and 35 boys and 12 girls in the lay schools, in the three subjects, under the five standards a total of 198, against 173 in 1875-76, exhibiting a total increase of 26, *viz.*, a decrease of six boys at the monastic, and 17 boys and five girls at the lay. A total of Rs. 330 were thus expended in aid by rewards according to results, against Rs. 620 expended in 1875-76. The most striking item in the figures returned from this large district is that indicating the low status of the female education; and the prejudices to which this is due are said to be gaining ground rather than otherwise. The numbers of successful schools, as well as of schools at large of general attendance, and of prize-winners, are also specially low for this and the two remaining districts of Arakan. Lay and monastic teachers alike complain of the small proportion of children who are sent to school, and of the short time for which they remain. Parents represent the early labour of their children more and more indispensable. Although the communication in this district is exceptionally good, the single inspection of several townships, not very assiduously visited by the late Deputy Inspector, has been deferred almost to the close of the year. The number of successful schools appears large (158); it would, however, not be one quarter what it is, if demands are made to as high a standard as in most other parts of the province to do which would amount to virtual discouragement, and the Deputy has exercised a wise discretion in extending moderate encouragement, for, though he has returned many schools—*all*, in fact—as successful, the amounts distributed have been small. The Hkoung-long aided monastic and the Heing-deing she monastic schools are those of the best promise."

Indigenous schools.

"Inspected 10th November 1876. 30 boys and 9 girls. House, a mere shanty. No fee. Seven boys and three girls passed by I. standard in *Pali*; four boys and one girl by II. Nine candidates for District scholarships examined by the aid of the Deputy Inspector. Results satisfactory. The teacher professes to be able to teach arithmetic, but has no results to produce."

Moung Chan's Lay School, Akyab.

"Inspected 24th November 1876. 29 boys. Good school-shed. No fee. (No doubt most of the teachers who profess to teach gratis, receive a consideration in kind which they find adequate.) Two passed in *Burmese* by I., and two, by II. standard. Made a miserable attempt at reading and dictation. The town has not been visited by a Deputy Inspector for over one year, and it may be that these pupils had forgotten what they knew."

Moung Tet-To's Lay Schools Myohoung.

"Inspected 15th November 1876. 18 pupils, of whom three passed under I. Standard in Burmese and three in *Pali;* ages 8 to 10. Burmese reading and *Pali* recitation good. The departmental circulars were pasted on to the walls."

Moungdoo Monastic School of Oo-ah-ra-me-zu.

"Inspected 19th November 1876. A *kyoung* of repute among the natives. The hpongyee evidently painstaking, but very reserved towards myself and Deputy Inspector. The latter does not think much of the progress made here, and has not passed any candidates. There are 26 pupils."

Mingan Monastic School Oo-Pin-nya-thee-ha.

"Inspected on 20th November 1876. 65 boys. Many Ramree settlers in this place. Rs. 88 disbursed in rewards in March last. *Arithmetic*, five I. one II. and two III. standard. Of the III. standard, one boy was well grounded as far as rule of three, but the I. and II. standards had been adjudged by the strict letter of the circular, and rewards given for numeration up to 100. The greater number cannot be said to know anything. Burmese reading and dictation by the V. standard was equal to average III. standard in Burmah but a degree of indulgence is rightly allowed in the case of Arakanese, whose standards of pronunciation and orthography practically disagree, though they theoretically agree, with the Burmese, according to which, accordingly, they are tested. High School scholarship candidates from Arakan are at a somewhat unfair disadvantage in this subject. This is a somewhat uncommon *kyoung*. The hpongyee was once a Surveyor; he is competent to teach arithmetic, and has evidently a love for his work, to judge by the large attendance and the number of scholarship candidates he has prepared (seven), of whom I hear one has passed."

Heing-deing-she Monastic School, Tsaya Mat's.

Inspected on 21st November 1876. 30 pupils. No secular teaching. Never yet visited by any officer of the Education Department. I heard some very indifferent reading by several boys.

Myouk-toung Monastic School, Et-ka ma ta

Inspected on 22nd November 1876. 30 pupils are rewarded under I. standard for *Pali*. Recitation good. There is, just now, only one hpongyee at Kyouk-taw. The former chief Rahan of the place is dead: he was not in favour of our schemes. The present hpongyee would receive an assistant teacher if allowed to nominate an eligible man himself. There had been some idea of a cess school at Kyouktaw; but a Government vernacular school has already failed there; and the experimental schools at Myo-houng and Moung-doo show that such an institution would receive no adequate support."

Kyouk taw Monastic School, Hpongyee Ka-too malu's

"Inspected on 24th November 1876. 10 to 15 pupils. Examination never allowed. The hpongyee affects to disapprove of secular knowledge, but doubtless does not *bestir* himself much in favour of it."

Myohoung Monastic School Tha-ga-linga's.

Inspected on 26th November 1876. Two pupils. School not visited since 1872 The hpongyee was doubtful as to whether he would entertain an assistant.

Mroungbway Monastic School of Oo-we-sait a

Inspected on 28th November 1876. Eight pupils. No inspection for over a year. The hpongyee would take an assistant. The Myooke intends to found a monastery, in which he will have an assistant placed. The Thingan-net hpongyee, formerly of Mengbya, and struck off the list of teachers receiving periodical inspection of their schools, for overbearing conduct, has applied to be replaced on the list."

Mengya Monastic School of Pyin-ya tha-ya (temporary incumbency)

Kyouk-hpyoo and Sandoway Districts.

97. "The number of schools inspected in the Kyouk-hpyoo district has been small: the prevalence of cholera during many months of the year interfered with village communication and with school-work. Among this smaller number of schools inspected, more deserving of encouragement have been found, considerable progress is reported, and the amount expended in rewards is nearly double that in 1875-76. There is a great dearth of lay schools, and an almost total absence of secular teaching in the *kyoungs*. To the Sandoway district the above remarks apply equally. The Deputy Inspector lays special stress upon the amount of child-labour which is employed here, and the impediment which it constitutes in the way of education. The low status of education in Arakan generally has been commented upon in the summary of results in the Akyab district. From my inspections, detailed below, it will be seen that the method by which the Deputy Inspector has adjudged rewards does not commend itself for perspicuity,—perhaps even accuracy."

Indigenous Schools

Indigenous lay, Kyouk-hpyoo (Ramree) Kyun-doung

Inspected on 4th December 1876. 27 boys and seven girls. School building good. Master, a Mussalman, native of India, well qualified in the vernacular. Pupils, chiefly natives of India. *Arithmetic:* five passed under I., eight under II. and three under III., standards. None of these knew the elements of the subject, and all were rewarded too highly. *Burmese:* one boy by II. standard read fairly well.

Lay School, Padin Zu, under Moung Shwe Bwin and his wife, Ma Lon Bon

Inspected on 4th December 1876. 13 boys and 13 girls. Building wretched. No fee; remuneration not customary for a teacher's labour. The only girls' school in Ramree. *No Arithmetic taught.* Eighteen passed by II., two by III., and one by IV. standard in *Burmese.* These rewards were found to be mostly too high, especially that under IV. One of the girls, passed by II., could not spell out the words at all. The acquirements of those rewarded under a given standard appeared most unequal."

Moung Too's Lay School

"Inspected on 4th December 1876. Forty-one boys. School-house poor. The teacher levies no fee, and says he half maintains his pupils. Professes to teach arithmetic throughout, but is ignorant of notation. Four passed in *Burmese* by I., four by II., one by III., and two by IV. standards. I found the IV. standard candidates about equal to what is usually adjudged II. standard, and among the II. standard some who could scarcely read at all. In *Arithmetic* no rewards were given, and rightly so, because, though there were some well-qualified boys, their knowledge had been acquired at the Government school."

Wa-ra

"Inspected on 4th December 1876. Twenty-three pupils. Poor building; no fee. One passed in Burmese by III. standard, but not present. One pupil knew notation *well*, as far as hundreds of thousands, which entitles him to reward, though none was given; whereas many who had a smattering of the rules and did not know this notation, were rewarded as high as the II. and III. standards.

Kyouk-hpyoo (Ramree) Moungtha Doon (Mussalman)

"Inspected on 5th December 1876. Forty-five pupils, all boys, and almost exclusively natives of India. Two passed by I., four by II., and five by III. standard in *Arithmetic.* The I. and III. standard rewards were deserved; the II., not. Seven passed in Burmese by II. standard were very unequal. One passed by the I. standard read better than any of those under the II.

Indigenous Monastic School Kyouk hpyoo town Pai Suit Khyoung Pyinnya Thaha.

Inspected on 2nd December 1876. Twenty-five pupils—no prize-winners present. Monastery, as all in Kyouk-hpyoo, in wretched repair. The hpongyee will probably have to leave for want of support: he is of the same stamp as the khoungloung hpongyee at Akyab he would gladly have an Assistant, and believes, if the *kyoung* were made habitable—which it will not be in the rains—he might get a couple of hundred pupils together.

Ramree, Wa-ra-myee Zu.

Inspected on 4th December 1876. Thirty to 40 pupils. One passed by I. standard in arithmetic, and one by II. Neither knew numeration. The hpongyee does not know it himself. He would take a Government Assistant, *i. e.*, would not object to Government salarying a man who should in all respects be his subordinate, Government to have the mere *veto* of men disqualified by want of sufficient secular knowledge.

Chedaba, A-deit-sa.

Inspected on 6th December 1876. The only monastery in Myo-ma. Two pupils; no passed candidates.

Ka on-hman, Ma-la Nu Zu.

Inspected 7th December 1876. Fifteen pupils. Not visited by a Deputy Inspector for two years. Reading, fair from the palm leaf, by five boys. This is a liberal-minded Rahan, who would readily take an assistant, and in connection with whose monastery a good vernacular school might be developed.

"Inspected on 12th December 1876. Eighty-nine boys and 13 girls, mostly Arakanese. Teacher, a Mussalman of mixed Indian and Arakanese parentage. Fee, two annas. A special school-shed is in use, but is much out of repair. Two candidates for district scholarship, of whom one—a girl—passed. *Arithmetic*: one pupil (the girl above-mentioned) passed by I. standard. I found that she had attained precisely the same standard as the I. class at the Government school, *viz.*, as far as long division, with a thorough foundation in the elements. The child's age is 10: she deserved at least Rs. 4: by not having been passed under the IV. standard, she was formally disqualified for the scholarship candidature—an objection properly overruled by the local authorities. *Burmese*: three passed by I., nine by II., and one by III. standard. After hearing all these children read, I could discover no system in the allotment of the several standards adjudged. This is one of the best indigenous schools I have met; it would be deserving of aid upon the same plan as the Toungoo aided indigenous schools."

Sandoway town, Ka-do Zerbadhi.

Inspected on 12th December 1876. Thirteen pupils. A very polite Rahan. In *Burmese*, two passed under II., four under III., and three under IV. standard. The last only present; one deserves the V., the other the II. standard.

Sandoway town, Oo-ot-ta-ma.

Rangoon and Thonkwa Districts.

98. The system of aid by rewards according to results has been working in this district longer than in any of the others. The schools that possess vitality are known: the Deputy Inspector can reckon upon a degree of progress at all the schools on his list, and since it probably comes that the number of schools returned as successful is at the same time the total number he has visited. The progress in *Arithmetic*, from 1874-75 to 1875-76, was very marked; this year it has remained stationary, while the progress in *Pali* has been great. *Burmese* has remained at about the same level during the three years. The Deputy Inspector passes over the Rangoon indigenous schools without remark. The result of my own inspections likewise is that none of them are deserving of very special mention. The lay school of Moung Kyaw Zan, at Yandoon, has not fulfilled the promise of last year. A monastic school at the same place, however (Oo-za-ga-ra's) has developed great vitality. Rs. 868 were spent there in November 1876. Great progress has also been made at Oo-me-da's school (Yandoon). Rs. 2,461 were disbursed in rewards, against Rs. 16 in the year previous, and at Moung Oung Tha's Lay school, Rs. 122, against nothing in 1875-76. It has not been possible to show the figures for the Thonkwa district separately, because the Bassein Deputy Inspector, in whose charge the western half of the Thonkwa district is, has failed to frame his returns separately for each. During the year, two hpongyees objected to the examination of their pupils,—one as regards Arithmetic only, to which subject he has conceived an aversion; the other, out of pique, because his candidate for the district prizes was unsuccessful. Thirty-four pupils, including two girls, obtained certificates for all their subjects; 36, including three girls, in Burmese and Arithmetic only, 19 in *Pali* and Arithmetic, and 17 in Burmese and *Pali*. Of the total attendance of pupils in the rainy season, there attended in the dry season, in trading places, 50 to 70 per cent, in cultivating districts 33 per cent, and in fishing localities 20 per cent only. Seventy-three schools are teaching Arithmetic, and of these 38 teach by the Western method. Oo-za-wa-na and Moung On Gaing, of Rangoon, Oo Ariya, of Bahan, Oo Wa ya and Oo Ka-too of Pegu, passed one pupil each at the district examination, and Oo Mala of Than-lyin, two. The remaining Deputy Inspectors might study the results obtained from the reports of Moung Bwa, of Rangoon, and Moung Hpo Moung, of Prome and Thayetmyo, with the effect of making their reports more instructive.

Rangoon Indigenous Schools.

Inspected on 27th March 1877. Started 1874. Thirty boys and seven girls; all Burmese, house good, but leased only. Fee, 8 annas. Teacher, a young man of evident industry, has studied Arithmetic of late, with the Rahan of Asho-tawya *kyoung*. The proficiency of his pupils in this subject

Moung Hpo Moung's Lay School, Rangoon.

is as yet but little. In Burmese, nine were passed under the I., four under the II., and one under the III. standard. Reading was fair, writing from dictation middling by the III. standard, but pretty fair by the II.

Indigenous Monastic School, Rangoon (Pegu): Kyoung-waing Kyoung, Oo Hka.

Inspected on 21st August 1877. About 60 pupils. Arithmetic not objected to on principle, but inefficiently taught. Burmese reading by four candidates passed under I., three under II., and two under III. standard respectively good from the palm leaf, but deficient from printed text for want of practice. Printed matter is scarce in many *kyoungs*.

Moung Shwe Bwin, Katiya, Thonkwa.

Inspected on 24th March 1877. Seventy-seven boys and 10 girls. No fee; one pupil passed in Burmese by II., and two by III. standard. Reading fair, dictation fair by the II., but comparatively indifferent by the III. standard. Writing good, practised on paper.

Oo San-da-thee-mo-za, Sadaw, Pantanau, Thonkwa.

Inspected on 22nd March 1877. Three pupils. No *Upazin*, and the *Sadaw* himself part teaching. He is one of the oldest and most venerated hpongyees in the country, yet he denies the existence of a '*Gaing*.'

Ma Myat Pantanau, Thonkwa.

Inspected on 21st March 1877. Fifteen boys and 10 girls, building very poor; no fee. Arithmetic not taught. Three boys and two girls passed in Burmese under I. standard; one boy and two girls under II.; reading rather middling. Next to the Government school, this is the largest, and, excepting a couple of badly attended monasteries, the only school in Pantanau. It might advantageously be incorporated with the Government School and the Mistress given a small salary, say, half that of the Third Master, whose place she might fill.

Oo Za-ga-ya, Yandoon, Thonkwa.

Inspected on 22nd March 1877, 15 pupils, of whom one passed in Burmese by II. standard, present. Reading, very good.

Bassein District.

Indigenous Schools

"99. The number of schools visited by the Deputy Inspector was 269, *viz.*, 224 monastic, and 45 lay schools against a total of 256 in 1875-76. The number of pupils in attendance at the schools visited is 2,489, *viz.*, 1,659 boys in the monastic, and 466 boys and 145 girls in the lay schools, against the total of 1875-76. The number of successful schools is 188, *viz.*, 149 monastic, and 39 lay, against a total of 136 in 1875-76, exhibiting an increase of 52, *viz.*, 50 monastic, and two lay. The prize winners are 343 boys in the monastic, and 123 boys and 31 girls in the lay schools, in the three subjects, under the five standards—a total of 497, against 301 in 1875-76, exhibiting an increase of 196, *viz.*, 143 boys at the monastic, and 51 boys and two girls at the Lay. A total of Rs. 1,750 was thus expended in aid by rewards according to results against Rs. 1,159 expended in 1875-76. The Deputy Inspector's report is not very instructive: it is more a travelling journal, in minute detail, than anything else. I glean from it that the following Rahans are teaching Arithmetic by the Western method. Oo Nanda Thaya, Go-tha ñya, Ma-di-ma, Mala in Bassein; Wisa-ya, Ngathaingyoung; and San-dima, in Kyagan; also that progress has been made at the undermentioned five schools. Moung Shwe Bo's, Moung Kaing's, and Moung Toon's in Bassein; and Oo Bait's in Ngathaingyoung."

Henzada District.

Indigenous Schools.

"100. The number of schools visited by the Deputy Inspector was 192, *viz.*, 134 monastic and 58 Lay schools, against a total of 181 in 1875-76. The number of pupils in attendance at the schools visited is 2,270, *viz.*, 1,659 boys in the monastic, and 466 boys and 145 girls in the lay schools, against 3,651, the total of 1875-76. The number of successful schools is also 192, *viz.*, 134 Monastic, and 58 Lay; against a total of 181 in 1875-76, exhibiting an increase of 11, *viz.*, four Monastic, and seven Lay. The prize-winners are 422 boys in the Monastic, and 529 boys and 116 girls in the Lay schools, in the three subjects, under the five stand-

ards, a total of 797, against 611 in 1875-76; exhibiting an increase of 186, *viz.*, 71 boys at the Monastic, and 97 boys and 38 girls at the Lay. A total of Rs. 3,000 were thus expended in aid by rewards according to results, against Rs. 2,997 expended in 1875-76. The number of schools visited in this district is identical with the number returned as successful. As I know nothing of this district, I can form no idea of how far this may be desirable; probably however, the unsuccessful schools are foolishly omitted from the statistical returns. This would considerably affect the Henzada returns. The new Deputy Inspector, Moung Bwa, took over charge from Moung Louk on the 19th September 1876; and appears to have set to work energetically. A great part of the district has been visited twice in the year, enabling notes of progress to be made most efficiently. In the town of Henzada, at the Monastic school of Oo Tha-dama, 13 boys qualified, in Arithmetic on the first inspection, and 17 on the second; at that of Oo San-di-ma, on the first occasion, four; on the second, 13; at that of Oo Tha-thama, first 13; subsequently, 19. The Aided Lay School in the meantime fell off. In the Aided Lay School of Oo Shwe Meng, at Mengyee, there were two boys and 11 girls passed upon the first and six boys and 13 girls on the second inspection. At the *kyoung* of Oo Ariya there were nine qualified on the first and 15 on the second inspection; at the Lay School of Oo Po, 5 boys and one girl on the first, and 15 boys and two girls on the second occasion. At the Lay School of Mah Ngwé, one girl on the first and five on the second occasion. The Monastic school of Oo Woon-na declined meanwhile. In Myan-oung, the Monastic School of Oo Tha-ya produced 6 passed candidates, the second, against 3 the first time of inspection. Oo Re-sa had 13, against 3. Oo Pon-nya five, against four, while Oo Wi-sa-ya had but 6, against 7. The Lay School of Moung Tha Nyan, with 17 boys and eight girls, is well reported on; 19 boys and three girls were rewarded. At Monyo, Oo Tha-yee produced 10 passed candidates. The progress recorded at all of the above schools is specially with reference to Arithmetic."

Prome and Thayetmyo Districts.

Indigenous Schools.

"101. The report received from the Deputy Inspector in charge of the districts is one of the best of the year. The results are shown in a perspicuous form, with an instructive analysis, and no unnecessary length. The following extracts are subjoined:—

'In the Prome district,—only 18 pupils passed in *Pali* of whom 12 were from lay schools. Six boys passed in Burmese and *Pali* together; 11 in *Pali* and Arithmetic; 45 in Burmese and Arithmetic; and 11 in all three subjects together. 103 pupils were rewarded on two occasions (during the year), of whom 86 had made progress in the same subjects as before; while 17 made progress in those subjects as well as in others. Mah May and Moung Koo, of Poungday, passed one pupil each for the Primary scholarships. Pupils of Moung Koo, of Poungday; of Rahan Oo-a-law-ka, and Moung Tun of Shwe-doung, obtained district prizes for Arithmetic; pupils of Oo-et-kha and Oo Sandin, of Prome, obtained district prizes for Burmese.'

'In the Thayetmyo district, only 5 pupils passed in *Pali*, and they were from Lay schools. One pupil only passed in Burmese and *Pali*, one in *Pali* and Arithmetic, and none in all three subjects. 38 pupils were rewarded on two separate occasions (during the year), of whom 25 had made further progress in the same subjects as before; and 13 in the same as before as well as in others. Pupils of Oo Ponnyoo of Allanmyo and of Oo Kyo, of Yua-htoung, obtained District prizes.'

"A combination was entered into by Rahans in the Thayetmyo district during the incumbency of Moung Louk, not to receive the Deputy Inspector for the purpose of examination of these pupils. The Deputy Commissioner has endeavoured to conciliate them, but hitherto without success. I do not know the history of this matter.

The first Deputy appointed to these two districts had many years ago been imprisoned for a short time by a former Magistrate of the Henzada district. I have not found any record of the punishment,

and believe it was adjudged for some slight misdemeanour. Nevertheless, odium appears to have followed the Deputy, whose manners did not contribute to silence slander.

"Attention is drawn to the misleading nature of the returns furnished during previous years. It was Moung Louk's practice to record each inspection as that of a fresh school, though it might be the repetition (even the third time) of inspection of one.

"In both districts the pupils at most of the Monastic, and some of the Lay schools learn *Pali*; but, even still in a negligent and unintelligent way. In general, however, progress is noticeable, as regards attendance, Burmese and Arithmetic. No less than eight Monastic and 15 Lay schools in the Prome district, and two Monastic and six Lay schools in the Thayetmyo district emulate each other in teaching Arithmetic according to the English method; the majority of the hpongyees are impressed and interested by the solution of Burmese Arithmetical puzzles by the Algebraical method. Some of the hpongyees are reading *Hough's Revised Geography* with great interest, but it will be sometime yet before the effect, in the teaching of Geography, becomes apparent."

Amherst District.

Indigenous Schools.

102. The number of schools visited by the Deputy Inspector was 342, *viz.*, 296 Monastic, and 46 Lay schools, against a total of 339 in 1875-76. The number of pupils in attendance at the schools visited is 7,330, *viz.*, 5,750 boys in the Monastic, and 1,014 boys and 566 girls in the Lay schools, against 6,412, the total of 1875-76. The number of successful schools is 121, *viz.*, 100 Monastic and 21 Lay, against a total of 148 in 1875-76, exhibiting a decrease of 22, *viz.*, 19 Monastic and 3 Lay. The prize-winners are 289 boys in the Monastic, and 117 boys and 80 girls in the Lay schools in the three subjects, under the five standards, a total of 486, against 426 in 1875-76, exhibiting a total increase of 60, *viz.*, a decrease of 26 boys at the Monastic and an increase of 50 boys and 36 girls at the Lay. A total of Rs. 2,150 was thus expended in aid by rewards according to results, against Rs. 1,943 expended in 1875-76. In this district, the inspection of the Amherst, Yeh, and Beloo-gyoon townships was not compassed during the year. The reasons given by the Deputy are sickness, and increased work in the direction of the Karen schools, greatly scattered, and situated in parts comparatively difficult of access; so that their inspection absorbed a disproportionable amount of time. The results at these schools are so meagre that the Deputy doubts whether they are worth keeping on the inspection list. The number of schools visited is large when it is considered that they are situated in but one-half of the district. It is due, mainly, to the revisiting of the exclusively Talaing monasteries (see paragraph 95). A greater number of prize-winners have received a lower total of rewards. This is due to short attendance; most of the pupils who would have been ripe for the higher standards this year having been already replaced by juniors. Zadepho *Kyoung*, mentioned last year as one of the best in the district, has fallen off, owing to the illness of the Head Teacher, and the change of *kyoung* by his *Upazin*. The Deputy Inspector mentions the chief schools of the district in the following order of merit. Moung Hpo Min, (Lay, Moulmein); Oo Nan-da-ma-la (Kamakyee Dinewoonkwin); Moung Hting (Moulmein), I have examined this school, and do not think much of it; Oo-wee-sa-ya (Dinewoonkwin); Ko Shwe Tse (Lay, Dinewoonkwin); Ko Shwe Gya (Moungau). The Deputy Inspector believes that the teachers of the above schools are exerting themselves in the hope of getting aid from Government. Last year, one-third only of the teachers were able to bring their pupils up to the IV. and V. standards, but this year one-half are able to teach up to the V. standard. 15 Candidates presented themselves for the land-measuring certificate, of whom four were passed. Several applications have been received for reprint of the *Pali text and glossary*."

Moung Hpo Min's Lay School, Moulmein.

"Inspected on 20th October 1876. One hundred and sixty-one pupils, of whom 62 are girls. An increase since the last inspection in spring, 1876, of 107. The Head Master is, on his own admission, making about Rs. 60 a month by

fees; expects to obtain donations for building purposes, of over Rs. 2,000. An excellent public site has been voted by the Municipality. Records neatly kept; among others, a file of the excuses which are required of absentees, in their own hand. Gives prizes of small value in the three subjects, every month. School furniture, black-board, &c., on the English pattern. The Master is independent of an assistant, as he knows Arithmetic and Surveying; has no instruments, "but what of that? the elements can be taught without them" favourable contrasts to the common excuse of "no apparatus." Would like a qualified *female* assistant: pupils, principally Burmese of the better sort; ages, 5 to 18; school hours 6 to 9, 10 to 12, 1 to 5. Discipline seems good. Seven classes. *Arithmetic*: 3 passed by I. standard, 1 by II., and 1 by III. Notation up to tens of millions, and simple rules, correctly done by all except one I. standard boy; *but also by* 22 *others, not passed under any standard.* Practice and rule of three done by 6 pupils. *Burmese* reading not specially fluent in any of the classes. *Pali* recitation and questions on meanings; also historical questions evidently receive attention. This is a most flourishing school, and exhibits the healthy sign of being remunerative."

Moung Hlin's Lay School, Moulmein.

"Inspected on 21st December 1876. Cannot say how many pupils—supposes them to be about 80 (?); no idea of the preparation of girls. Fee, 8 annas—two in every three pay it. The pupil-teacher for Burmese is a Mussalman. In *Arithmetic*, three pupils passed under I. standard, one under II., and one (girl) under III. None of these know numeration. Two worked simple rule of three correctly by the *Badin*. Though the attendance is so large, this school does not seem to be worth much."

Moung Bya's Lay School, Yeh.

"Inspected on 7th January 1876. Two pupils—one, the daughter of the schoolmaster, passed under the II. standard in Burmese and Pali. It is left to the discretion of the Deputy to decide what is a "school" and what not. Doubtless, more money would not be spent in rewarding parents individually, who taught their own children, than in rewarding the children collectively at a school, and a good object would be furthered; but a still better one, *viz.*, of encouraging those who make a profession of teaching, would be hindered in proportion."

Moung Hpo, and his wife, Mah Aing.

"Inspected on 7th January 1877. Thirty-five pupils, of whom, 5 girls. House good, the cleanest dwelling I have seen in Burma; the floor is scrubbed and the walls dusted every day; this of itself is a schooling as profitable as any the people can have. No fee levied; the teacher practises as a pleader, and is an elder of the town. He is a pupil of the elder Mr. Hough, and professes to be able to survey. No results are produced in Arithmetic. Burmese reading is good by two pupils, and their writing very good. The school has never been examined by the Deputy Inspector, although said to have existed for the last seven years. If the last mentioned teacher was entitled to be regarded as a school-keeper, *a fortiori*, the subject of the present note, some assistant might with advantage be given to Moung Hpo."

Indigenous Monastic School, Thatone, Oo Yoon Kyoung, Toungthoo

"Inspected on 9th October 1876. Head Rahan absent. Toungthoo monastery Subjects studied, Burmese and Arithmetic. Sole medium of instruction, Burmese. One boy, passed by III. Standard Arithmetic, did not thoroughly know notation, but worked correctly up to rule of three, by the *Badin*. One boy, passed in Burmese by III. standard, can barely spell out words; considering his Toungthoo nationality, doubtless this encouragement is not excessive."

Oo San Da (Burmese).

"Inspected on 9th October 1876. No passed candidates present. Reading from print, very poor; from palm-leaf, better."

Moulmein Oo-ká-la-tha Man Kyoung.

"Inspected on 18th October 1876. A very bright and affable young Rahan. 12 pupils; 8 passed under various standards. Of two boys passed by I. standard Arithmetic, one knows numeration thoroughly, and works practice well, but fails in the simple rules; the other knows nothing. One boy passed in Burmese under the III. standard; would have been sufficiently rewarded under II."

"Inspected 18th October 1876. This Sadaw does not seem to be a man of mind or character. His '*gaing*' contains ten monasteries, all in town. Few pupils. No *Upazin* One boy, of about 16, passed under III standard Burmese, read very well from *Way-than-da-ya zat*, which he said he had never seen before (!)"

Oo wa-ya ma Sadaw, Ko Kwé Galay kyoung

"Inspected on 14th October 1876. The oldest Sadaw in the district Has only three *kyoungs* in Moulmein in his '*gaing*,' but more in the district, was not at home to me The *Gaing-douk*, Woon na-lin-ga, who has an evident fancy for amateur carpentry, was so absorbed with the manufacture of a *rat-trap*, as to have no attention to spare for me I could neither get one question answered, nor prevail upon the hpongyee so much as to look up"

Nya na deit-tha, Kareing *kyoung*

"Inspected on 7th January 1877. Ninety-five pupils The present hpongyee's stay is uncertain. He speaks English, and is, in the main, self taught. His English books are chiefly manuscript copies. As yet, his pupils have not made much progress, but the school is one of great promise. It had never been visited by a Deputy Inspector."

Oo ot-dama (Yeh)

TAVOY AND MERGUI DISTRICTS.

108. "The results reported from these districts are exceedingly meagre. In the Tavoy district, not one Monastic school has been successful, in the Mergui district, only 9 Monastic and 4 Lay. Poor as they are, the results nevertheless compare favourably in some respects with those of much larger districts; for instance, it has 145 and Tavoy 397 girls attending school, against a total of 75 only in the whole of Arakan. The unaided Lay school of Moung Tay deserves special mention The teacher (no longer a young man) has learnt Arithmetic by the Western method and teaches it efficiently Other unaided schools deserving of notice are those of Moung Bya of Tavoy and Oo Theeree mala, of Shwe kyoung, Mergui"

Indigenous Schools

"Inspected on the 28th October 1876. Cannot mention precise number of pupils,—about 50 boys and girls. Four present, passed in I standard Arithmetic; numeration up to tens of millions known by three; simple rules by two"

Moung Shwe Bya's Lay School, Tavoy

"Inspected on the 28th October 1876. About 63 boys and 45 girls Building and furniture, good Formerly an Assistant Teacher was allowed, but did not pull together with the Head Teacher, and was accordingly removed. Moung Tay has since qualified himself to teach Arithmetic. Present one girl, passed in *Arithmetic*, under I. Standard two under II, and one under III, notation defective by one; two right up to simple subtraction; 3, up to long division *Burmese*: one passed under IV; reading excellent *Pali*, no rewards. The teacher wished me to hear some very small girls (wound up, as it were) in recitation. They ran down, like little machines, most musically."

Moung Tay's lay School

"Inspected on 27th October 1876, few pupils; nevertheless, the only indigenous school of any vitality in Mergui One pupil, passed in Arithmetic under III. Standard, puzzled out notation up to tens of millions, and worked reliably up to long division The same boy had passed in Burmese under IV, and read well from unfamiliar text his lingo was not altogether so bad as that of the Government School boys,—the hpongyees study to correct it"

Oo Thee ree-mala's Monastic School, Shwé kyoung, Mergui

SHWE-GYEEN AND TOUNGOO DISTRICTS.

104. "The Deputy Inspector of these two districts, who exposed himself to the charge of lavishness in 1875 76, has effected a reduction of 50 per cent in the expenditure of the present year, but the manner in which this has been accomplished does not evince discrimination and judgment. In 1875 76, a total of 55 Lay

Indigenous Schools

Schools were returned as successful, during the current year, 43 only received the chance encouragement—that is, were visited for the purpose. Very slight merit and very great merit were placed nearly on a par, the first receiving too much, the latter too little The importance of these districts, in an educational point of view, might possibly be under-estimated if the total attendance of pupils were represented as that merely of the attendance at the schools, returned as successful. That would make the number for the present year only 3,990, whereas if the unsuccessful schools be included, the total is 8,440 Some Deputy Inspectors return every school on their list as successful, or record the better class only. Conclusions based upon the statistics they supply are greatly at the mercy of the individual contributors. The people of the two districts, in the interior of which I have travelled much, impress me as more prosperous and of higher culture than those of any others. A comparison of the proportion of children attending school, with the number of the inhabitants, might place their claim to expenditure upon education very high upon the list. It would, perhaps, be practicable for the Deputy Inspectors to ascertain and report the attendance of pupils at the chief schools, the inspection of which they have failed to compass within the year. The status of the district would, in this respect at least, thus cease to be compromised by any inefficiency of instruction. Some of the best indigenous, as well as non-indigenous schools in the Province, are in these districts. Moung Youk's and Moung Bya's lay schools, and the Sabaydat monastic school, are large and flourishing schools, detailed reports of which will be found among my inspections. These schools have made most remarkable progress, yet are measured by the Deputy Inspector in his report with the same bushel as fifty others whose merits are comparatively trifling"

Moung Bya's Lay School, Shwe-gyeen

"Inspected 29th August and 9th October 1876 32 pupils, among whom seven girls on the first date, and a total of 70 on the second, at which time the school had been working only for twelve weeks. Pupils for the most part, adult, the school had been stimulated into existence by the recent regulation that *Thoogyees* must know elementary surveying well. A fee of Re. 1 is paid by the many; some, however, do not pay The Assistant allowed to another Lay school in town teaches here in his spare hours. The subject of Surveying has of course not been approached yet. The greater number have yet to complete their knowledge of Arithmetic The teacher is simultaneously qualifying himself to carry on the subject independently of his present assistance. No prize examination had been held yet. In the highest class, 15 pupils worked simple proportion correctly, and the First and Second Classes, consisting of 27, worked vulgar fractions thoroughly. Adult scholars have a prejudice against going to school with infants, of whom the Aided Lay school largely consists. The Deputy Commissioner thinks a special school, such as the present, might advantageously receive separate aid The Deputy Inspector, on the other hand, thinks something should first be done for Kyeik-to, Sittoung, and other places. This school has, however, succeeded in the great aim of assembling scholars from considerable distances to a suitable centre; a reputation so rapidly achieved might, with support, be made productive of greater results in its special direction than could be attained in the way Moung Gouk proposes."

Moung Shwe Hpoo's Lay School, Shwe-gyeen (Kyouk kyee)

"Inspected on 7th September. School last visited in August 1875 by the Deputy Inspector. There were then 22 pupils, of whom seven were girls During the year, the school declined and had at the time of my inspection ceased to exist for several months: the teacher's house had been blown down. The *tsaya* follows the trade of a paddler in the hills Five children, passed under I. standard, including three girls said to have been absent from instruction for twelve months, read *Waythandaya* family The failure of the school is ascribed to the unwillingness of parents to pay a small fee, or even spare the services of their children. Another teacher, however, who opened school on the closing of the present school, found eight pupils. No report reached the Inspector of Schools' Office of the closing of this aided school. The Deputy Inspector could certainly have found time to visit Kyouk-kyee once in twelve months; nor is it the only township in his districts which has been under deficient supervision."

"Inspected on 7th September. Eight pupils under instruction for the past two months, five of whom are girls, aged from 11 to 18 all beginners, learning the alphabet. No fee. The teacher follows the trade of making paper umbrellas. The Monastic schools are in the ascendant here, these being the only representatives (such as they are) of lay teaching. An alternation in excellence between the two classes of indigenous schools is pretty generally observable, where the Lay schools are good, the Monastic being bad, and *vice versâ*."

Moung Nya Noo's Lay School, Shwe-gyeen

"Inspected on 4th October 1876. 14 boys and 10 girls. Fee of eight annas regularly paid by 19 pupils. One boy, passed by I. standard in Arithmetic, knows the multiplication table and notation, and works addition by the *Badin*; six passed by I. standard in Burmese. One very young girl read wonderfully well; the boys, less so: they were much below the Thayet-tha-main monastery scholars, who received the same reward."

Moung Hpo Moung's Lay School, Shwe gyeen (Ka ya we)

"Inspected on 5th October 1876. The only Lay School in Sittoung. The Post Office clerk gave gratuitous instruction here in Arithmetic, hoping to become a salaried assistant: he, however, taught one boy only. His pupil can work the simple rules well. Twenty-eight boys and 21 girls. Fees for *Thinbongyee*, four annas; for *Mingalathot*, eight annas. Four boys and two girls passed under I. standard in Burmese. Reading indifferent, and the school altogether a poor specimen. The *tsaya* teaches the *Ba din*, but has no results to show."

Moung Shin Gyee's (Sittoung), Shwe-gyeen

"Inspected on 5th October 1876. Sixteen pupils: one passed by I. standard in Burmese, one in *Pali*. Reading of Burmese, very poor."

Moung Chet's (Win-pa-daw), Shwe-gyeen

"Inspected on 5th October 1876. Forty-six boys and 14 girls; five passed under I. standard Burmese; reading very middling. One passed in I standard Arithmetic; no idea of notation, but knows the multiplication table."

Moung Tso's (Win-pa-daw), Shwe gyeen

"Inspected on 6th October 1876. Cannot say exactly how many pupils, thinks about 13 boys and eight girls No life in this school. Several boys, passed in Burmese by I. standard, read very poorly.

Moung Poo's (Kyeik-to), Shwe-gyeen

"Inspected on 1st September 1876. The Sadaws do not distinguish themselves by the number of pupils at their monasteries; at the time of my visit here, there were not any present. Of 15 *kyoungs* in the township, 10 acknowledge his authority."

Sadaw Otdama's Monastic School, Shwe-gyeen

"Inspected on 7th September 1876. About 20 pupils, chiefly probationers (Koyin-galay). Two, passed under I. standard, aged 16 and 17, read well; but children of 11, in many schools, read better. No Arithmetic taught. The Sadaw seemed imperfectly acquainted with the objects of the Education Department. This is exceptional. With the exception of the Sadaw at Akyab, there is probably no Sadaw in British Burma, whose personal influence is so great, and who has retained his jurisdiction so effectually as Oo Zina. His age is about 80 years, but he is still hale and active."

Oo Zina Sadaw (Kyouk kyee)

"Inspected on 7th September 1876 A very courteous Rahan, well up in the Education Department circulars, which he carefully preserves. Twenty-five pupils: two passed under I., and two under II. standard in Burmese. The multiplication table was known by the older boys. The four rules were taught on the indigenous system, and reliably worked by two boys. The latest scholarship notices had not reached this *kyoung*; and the hpongyee was in want of information upon several points, owing to the extreme rarity of the Deputy Inspector's visits."

Oo Nanda (Min-kyoung), Shwe-gyeen

"Inspected on 4th October 1876. Twenty to 30 scholars. Four passed under III. standard in Burmese All read well, considerably above the average, and better than the greater number passed under the same standard. One boy deserved at least the III Standard. This Rahan possesses the circulars of the

Oo Alauka's Monastic School (Thayet tha main), Shwe gyeen

department, instead of, as some do, affecting an ignorance of the matter. He begged me to hear some *Pali* recitation, which was a very complete performance."

Oo A-sa-ya (Sittoung), Shwegyeen.

"Inspected on 5th October 1876. Thirty-four pupils, all lay. Three rewarded under I. standard for Burmese. Reading very poor, nevertheless the same reward as to the proficient pupils of the Thayet-tha-main kyoung."

Oo-Pong-nya-the-ha, Sabaydat Kyoung (Kyeik-to), Shwe-gyeen.

"Inspected on 6th October 1876. One hundred and nineteen pupils, all lay; ages, seven to 17. This Rahan has been teaching eight years, and is still a young man. He has no assistance except his pupil teachers; would like a trained assistant, *i. e.*, one of his own pupils taken into the Normal Class for the purpose; he would not expect proper subordination from an outsider. The great attraction to pupils is the teaching of Surveying. The hpongyee began the subject by himself from books; but his practical knowledge of it is due to Mr. Jenkins' visits and lessons during 10 months of the previous year. But in order to become of real service, the hpongyee still requires tuition. There is great spirit and excellent discipline in the school. In Arithmetic, five, passed by the III. standard, worked addition of fractions and problems in simple proportion involving thought. The class is learning decimals; it has not yet attempted compound proportion; nevertheless, the pupils are passed under one standard above younger and much more proficient pupils of Moung Zan at Toungoo. *Second class.*—Thirteen passed under II. standard, that adjudged to Moung Zan's scholars for a thorough knowledge of the whole subject. Notation very imperfectly known, but simple rules correctly worked. In Burmese, the reading of the lower classes only middling. The hpongyee has copied out a quantity of logarithmic sines, cosines, tangents, &c. He is anxious to be supplied with better books and instruments and with maps and globes. He takes an interest in geography and astronomy, and would teach these subjects rationally. Would also take a medical work, and treatise on physics. This Rahan is a phenomenon, and is at present chiefly of value as such. In order to become an efficient instructor in the branches he aims at, he would have to come within means of improvement similar to those which Mr. Jenkins offered him for a lengthened period. There were 20 scholarship candidates at this school, about to proceed with the hpongyee to Shwe-gyeen for the examination.

Sadaw-Oo Eingda's Monastic School, Toungoo.

"Inspected on 30th September 1876. Only six pupils; two passed under I. standard Burmese. This Sadaw is affable, but seems rather a nonentity; he has apparently no opinion of his own. Monastic teaching is devoid of vitality in Toungoo.

Section VIII.

Girls' Schools.

105. Some increase is exhibited in the total attendance of girls, as well as in the number of aided private schools, by the following comparative statement, which includes all the Government and Aided Girls' Schools, and Mixed Schools:—

Attendance of Girls.				Female prize-winners in indigenous schools.	
Government Schools.		Aided Schools.		1875-76.	1876-77.
1875-76.	1876-77.	1875-76.	1876-77.		
86	163	3,442	4,165	437	581

106. The St. John's Convent, Diocesan, S.P.G., and Church of England Orphanages and Schools of Rangoon and Moulmein, with the "Eurasian Ladies' Society's Home" specially provide for the segregation and training of European and Eurasian girls, the first in particular, with St. Mary's (S.P.G.) in Rangoon, incidentally attracting children of Eurasian parentage for whose special benefit Mrs. Halksworth's school in Phayre Street would appear to have been established as far back as 1869. The port of Akyab alone would appear to lack some provision of this kind.

107. Amongst Vernacular Girls' Schools, those of the American Baptist Mission, under Miss Haswell at Moulmein and Miss Gage and Mrs. Douglas at Kemendine, of the Burmese section of the convents at Rangoon, and Moulmein, and of the American Baptist Mission at Henzada, take the foremost rank. The Rangoon Government Girls' School, with its fine building and purely official patronage, has from its foundation been fashionable rather than popular, whilst its purely indigenous female staff, untrained and unsupervised by European Agency, and unamenable to the most ordinary rules of school management and discipline, have effected less even in the personal habits of the taught than many an indigenous aided lay school in the interior. The Head Mistress, now superannuated, will very shortly retire, and will probably be succeeded by a Burman widow trained in one of the best of the Mission Schools. If however this institution, the stipends of whose staff are so liberal, is ever to compete with those of which the reputation and efficiency are the hard-won earnings of devoted individuals, the maximum emolument attached to the chief incumbency should be reserved for a good European or American Mistress, who, it can hardly be doubted, can exert over Burmese females an influence superior to that which is now exercised by the mere reputation of Mandalay wisdom and semi-religious scholarship.

109. In the total of female prize-winners attending aided indigenous, lay, primary mission, or Government Cess Schools, there is an increase of 144. The results of female education in the more Mahomedanized division of Arakan continue as strikingly low, as in the Tenasserim division, and especially the Tavoy district, remotest from Islamism, they stand remarkably high; nevertheless, at the Annual District Examination, held in December last at Akyab, no less than 12 girls from 8 to 12 years of age presented themselves, all of whom were found worthy of special rewards. The project of a Government Girls' School has here been again put in abeyance by the sudden death of Mrs. Thomas, lately appointed Head Mistress, and failure to find a successor; but the liberal grant-in-aid lately bestowed upon the Aided Mixed Lay School of Moung Oung Zan in the Haloungthat quarter of the town, should serve to establish primary female education on a secure basis.

110. The Rangoon Ladies' Association Girls' Schools at Prome and Thayetmyo have been favourably noticed by the Director, but their progress would appear to fall short of the standard meriting enhanced aid, whilst the efficiency of the Poozoondoung institution still remains

questionable. The new Head Mistress is nevertheless competent to teach, and, I am willing to believe, painstaking to reform.

English Girls' Schools.

Diocesan Girls' School, Rangoon

111. The Director examined here on the 15th December :—

"Thirty-nine girls were in attendance (under Mrs. Warner and her daughter), divided into three classes. On the whole, I was well satisfied with the result of a general examination. In the *First Class*, the reading and pronunciation of *English* were remarkably good, and the explanation of passages read, very intelligent. Questions in Grammar were very fairly answered. In *Arithmetic*, the class worked with almost uniform correctness sums in practice and simple interest. In the *Second Class*, sums in compound division and reduction were correctly done by the majority, but a "catch" question in simple subtraction puzzled the class. This class answered general questions in *Geography* very fairly, but had not a very intimate knowledge of the geography of Burma. In *English*, the reading, pronunciation, and explanation of passages were excellent. The school is well and successfully managed by Mrs. Warner, and deserves the aid which it receives."

St. John's Convent School and Orphanage, Rangoon.

112. The Eurasian or European section, accommodated in the new Convent buildings, was examined by Mr. Ferrars on the 16th March, who reports :—

"Sixty-three boarders and 52 day scholars, all Eurasians or Europeans, of 4 to 17 years. Competition considerable, as the institution is

Upper School, (Convent)

undenominational in its educational capacity. Day scholars pay Rs. 5, boarders, Rs. 23 per mensem. As the labour of the teachers is all voluntary, these fees make the school almost self-supporting—a healthy indication, which increases its claims to such support as it may still require. *First class.*—Fifteen pupils, 14 to 17 years. *Arithmetic*: the whole subject, ground-work, deficient. *Geography and English History*. rather middling. *English*: reading without correct punctuation and emphasis, but parsing and analysis very satisfactory: original composition, tolerable. *General Science*: "Brewer's catechism," an excellent subject, evidently excites the interest of the pupils, and is intelligently known. *Third class.*—Eighteen girls of 12 to 14. *Arithmetic*: notation known by half the class; the simple rules, by three. *English*: reading, unintelligent; spelling, tolerable; parsing, fair. *Fourth class.*—Twenty girls, of 8 to 12 years. *Arithmetic*: notation, good by *all*; simple rules, thorough by almost all. *Elementary Geography*, good by two-thirds of the class. *English*. reading, very fair as regards both fluency and intelligent emphasis. Parsing, pretty fair by more than half. Writing from dictation excellent by nearly half.

Forty two girls, all boarders, of Eurasian parentage and poor circumstances. No fee for either board or instruction. A plainer

Lower School (Orphanage).

education is given than in the upper school, and a different social status assumed."

The old convent consists of an orphanage for native girls and an English day-school for children whose parents cannot afford to send them to the new convent. The average daily attendance at both institutions is 262, of whom a large majority are Christians and 85 Burmese. As regards the new Convent, the Superintendent, Bishop Bigandet, remarks with truth that "the good Sisters keep the school in admirable order in every respect;" and with respect to the junior institution for natives : "the Sisters in charge have under them native teachers for imparting knowledge to the orphans ; I am bound

to state that this duty is performed with regularity, intelligence, and zeal and I am well satisfied with the progress of the pupils."

St. Joseph's Convent, Moulmein, and St. Mary's School, Mayangone, Moulmein.

113. These were visited by the Director at the beginning of the year under review, and he has already commented favourably on the results. The former is superintended by Reverend Father Guerin, Roman Catholic Missionary, and with substantial and wholesome accommodation for a considerable number of boarders, many of them orphans, provides training for more than 100 pupils, chiefly Eurasian. The latter school, under the Revd. T. Zahm, of the same Mission, continues to be attended by about 40 girls, of whom 14 are Burmese.

Church of England Orphanage, Moulmein

114. This was also visited by the Director at the beginning of the current year, and found deserving. The orphans are now 22 in number, and chiefly of mixed parentage.

"Eurasian home," Rangoon.

115. This is a school under the management of the "Eurasian Ladies' Society, Rangoon," the special object of which, as Mr. Ferrars reports, is to educate such Eurasian children as are either too poor or too much neglected to obtain it, and to segregate them from natives. The Director last year obtained a grant-in-aid of Rs. 30 per mensem, promising that, should the Society show any greater vitality, and the usefulness of the "home" be extended, he would be glad to recommend a proportionate extension of the grant. At that time there were only five boarders and ten day pupils. The report of the Officiating Inspector is re-assuring :—

"Established August 1874: under the management of a qualified Mistress, (Mrs. Spears,) since May 1876. Up to that time it is not probable that progress was made other than in the number of pupils attending. The institution is almost undenominational. The numbers have largely increased since the time the first aid was given, having risen from 15 to 44 (19 boys and 20 girls). The number of boarders has remained nearly stationary; they are orphans, and are educated at the expense of the Society. The remainder are day-scholars, paying a fee of Rs. 2 a month. Attendance is fairly regular. The range of age is 5 to 13; the sexes are not kept apart. The teaching staff is exclusively female, and the institution has in many respects the outward character of a "preparatory" school. No provision has yet been made for teaching the Vernacular. The classes are not well defined, which makes it difficult to classify the results; these are, however, as yet meagre. The most advanced pupils are beginning fractions, but are imperfectly grounded in the simple rules. One or two evidenced careful instruction. A little more discipline and method seems required. The Head Mistress expressed to me her intention of going back to the rudiments with the school, and hopes in a few months to be able to show results of a less pretentious but more thorough character. I should suggest a second inspection later in the year, to form a criterion."

Mrs. Halksworth's School, Rangoon.

116. This school last year received a special grant of Rs. 300 for purchase of books. This is the first aid which the school appears to have received, and I did not become aware of its existence in time to visit it within the year. A further aid for improving the present building has been prayed for. The school attracts about 35 Eurasian children learning English, and paying an average monthly fee of Rs. 4 each.

Vernacular Girls' Schools.

117. The following report of the Officiating Inspector exhibits the futility of attempts to improve the indigenous system by means of feminine agency of purely indigenous origin, which, itself the most incapable to enforce, disdains to be controlled by, rules of order, cleanliness and discipline. The Burmese Head Mistress, who is above 55 years of age, has now been called to tender her resignation at the end of July 1877, and will in all probability be succeeded by a female of like extraction, but trained from childhood in Western habits of order and diligence, and strongly recommended for an independent charge by her preceptress, Miss Haswell, of the A. B. Mission, Moulmein. Mr. Ferrars writes :—

Government Girls' School, Rangoon.

"Inspected the school on the 28th March 1876. Eighty-six day-scholars and 18 boarders. Fee: 8 annas for instruction, Rs. 3 to 5 for board. The building is fine, and the appliances good. The subjects taught are the same as in indigenous lay schools, with the addition of fancy needle-work. There is in the arrangement of business an absence of system which would suggest the idea of the school having been only just started; nevertheless, it has been working five years. It is at present divided nito three classes, each containing beginners in the several subjects, and each advanced as far as the qualifications of the staff permits pupils. Some pupils in the highest class, numbering 38, professed to have learned the compound rules; but there was only one who could work the simple rules. In the second class there was no pupil who knew notation above 1,000. Burmese reading in both classes was most unequal; dictation, however, gave creditable results. The upper portion of the building occupied by the boarders is in a disgraceful state of filth and disorder. The salaries of establishment alone amount to Rs. 150 a month, and the results obtained are inferior to those of indigenous aided schools, costing Rs. 15 to 25, and of many schools not costing anything to Government. The state of the school is no doubt mainly traceable to the absence of any of organizing faculty on the part of the present Principal. The result of the Deputy Inspector's examination was one girl up to the III. standard, three up to the II., and 21 up to the I. standard in Burmese. Writing, middling by 11."

Morton Lane Girls' School, Moulmein.

118. Inspected by the Director, on the 22nd November. Mr. Hordern says :—

"Ninety-three pupils were in attendance, all boarding in the school, and under agreement for a term of four years. Miss Haswell is still single-handed in the management of the school, and it is very desirable that she should have a competent assistant. The standard of instruction which she has maintained under these circumstances is highly creditable. The girls of the first class answered questions in Roman History with an intelligence which shewed that they were taught to think for themselves, and in Arithmetic were able to work sums in compound proportion and vulgar fractions quickly. They shewed a very creditable acquaintance with the map of the world, and had a general but not very intimate knowledge of the Geography of Burma. The second and third classes answered questions in Mental Arithmetic well. The discipline and management of the school are all that can be desired. I visited the dormitories, which are fine, clean, airy, and well-furnished. Some additional bedsteads are required for the increased numbers, and Miss Haswell asks for special aid from Government for the purpose, a request which I shall gladly support."

Mr. Ferrars visited this school on the 31st October, and reports :—

"Ninety-five girls on the rolls, of whom 88 are boarders, aged 8 to 15. All natives of Burma, bound under indentures to remain at school from 3 to 8 years. Instruction and board gratis. Support derived mainly from the A. B. Mission Union. The building is admirably designed for its purpose; it is very tidily kept.

The pupils have to perform a small amount of house-work for themselves, such as washing and sweeping. In spite of every effort to impress the fact that labour of this, or any kind, is not degrading, the better classes of natives are deterred from sending their children; so infected have they become with Burman prejudice upon this point. Discipline, excellent. Miss Haswell is almost unassisted. Several attempts to procure able assistance failed. The subjects taught are religion (more *instruction* in, without *exercises* for all), Arithmetic, Burmese, needle-work, and Music; no *Pali*. *First class.—Arithmetic*: as far as interest, including fractions, 21 pupils. The simple rules are reliably worked by most: in simple rule of three, 12 were right. A little more thoroughness might, however, still be enforced. *Burmese*: reading very good by a few; the indigenous *style* is discouraged; the latter may be irrational but can scarcely be corrected by force. * * * *Third class.—Burmese*: reading very fluent and careful by most. *Music*: some hymns and other (rather heavy) music sung in unison by the whole school; the subject is taught by ear only: taught methodically, as it is in many Karen Schools, the study of music is an excellent training for the mind. The attendance of pupils being secured for a course of considerable duration, very high class results will be attained at this institution."

The following paragraphs from the Superintendent's report complete the picture of this excellent school, which aims at something beyond erudition:—

"The scholars have hitherto done the household work, care of rooms, cooking, making of garments, sewing and fancy-work. The avails of work sold has been of fine sewing and fancy-work. The great ignorance of the natives regarding the care of the sick led to the opening of a small hospital during the year for women and children. The A. B. Mission Union furnish the buildings; the current expenses are met by local contributions. Paid nurses are employed. Although the hospital is entirely distinct from the school, the elder pupils assist the nurses in caring for and watching the patients, and are thus gaining much practical and valuable knowledge of the right treatment of the sick. This enterprise has the warm approval of the Civil Surgeon, Dr. De Fabeck. There has been no lack of patients."

Five Ancillary Girls' Schools, Moulmein.

119. These are under the same superintendence, and one of them is thus noticed by the Officiating Inspector of Schools:—

Thayagon Ancillary Girls' School (1 of 5).

"Inspected on the 21st October 1876. Forty-two girls aged 6 to 16, Burmese and Indian. Average attendance, 28. Two teachers on Rs. 12 and 8 respectively; remarkable womanliness in their bearing, which is accounted for by their belonging to the third generation which has been under missionary influence. The example of the young women is worth much. Subjects taught: Arithmetic, Burmese, Geography, and Fancy-work. The results attained as yet are not very superior."

Kemendine Girls' School.

120. Inspected by myself on the 24th February. Miss Gage and Mrs. Douglas in charge. One hundred and three Burmese girls were in attendance, of ages from 6 to 17. Two classes learn English; the senior consists of six girls, whose reading, monosyllabic was fair, and articulation good. The junior of 10 girls whose reading-book, I thought the harder of the two; the meanings were fairly rendered. Questions from the small book on physiology translated into Burmese (A. B. Mission Press) were well answered. Arithmetic, first and second classes, 19 girls. Concrete vulgar fractions mastered by seven seniors; three worked out a money reduction sum, three others, a rule of three sum; the rest up to long division. Orthography good. Two Madrassee girls wrote Burmese singularly well. Fourth and Fifth Classes. Reading from

the XLIII. Chapter of Genesis good, and questions on the subject-matter answered with great intelligence. Addition and subtraction fully mastered by four or five girls only. Good elementary knowledge of the map of the world, physical and habitable. The school, which has good boarding accommodation, is scrupulously clean above and below, and so are the pupils. "God save the Queen" in parts and other airs in unison were very harmoniously sung.

St Mary's School, S. P. G., Rangoon.

121. This school, inspected by me on the 20th February, retains an average daily attendance of 72 girls, of whom the majority are stated to be Buddhists and Burman, but a number must be fathered by natives of India. The senior Eurasian Class was learning English. They had acquired a somewhat too mechanical style of reading, and could not explain the terms of the text. The second class, said to be rather nervous under a casual inspection, were making gradual progress in reading and writing, but had not mastered the four simple rules. The junior infant classes, learning through Burmese, shewed no precocity, but were plodding steadily. The signs of cleansing and humanising influence were quite apparent; and I consider Miss Libbis' management admirable, and her patience and solicitude beyond all praise. The site and surroundings of the present building in Canal Street, of which Government is part owner, are quite unsuitable for a school of this kind, which should be detached, and thus enjoy, along with privacy, a comparative immunity from risk of fire and disease. The building should be sold to the best advantage, a house standing in its own compound purchased with the proceeds, and the building grant-in-aid applied to fitting it for school purposes.

A. B. Mission Girls' School, Henzada.

122. I inspected this school on the 13th July, and found 33 boarders and seven day-scholars from the town; the attendance fairly regular. Reading from the Burmese of St. Mathew's Gospel, good; dictation, very fair. Two girls from the jungle, who had attended only a year, were very proficient. The multiplication table and XV Psalm in Burmese were chanted very well; and one girl narrated the story of William Tell with pathos, which visibly moved her Burmese audience. Mrs. Crawley, who herself speaks the Vernacular admirably, had but one Burmese Assistant. More attention had perhaps been paid to reading, writing, and needlework than to Arithmetic.

A. B. Mission Auxiliary Mixed School, Henzada.

Of 10 girls and 11 boys, of whom 13 stood up to read, and five could write fairly from dictation, but none were *au fait* at addition. The teacher was new to the work, and had been sick. By the elder girls, the map of Europe, with the characteristics of countries and chief towns, was well known. Singing at sight from the blackboard was practised, evidently with a civilizing effect, in both schools. A good, airy dormitory for the boarders has been built with the last grant-in-aid.

R. L. A. Girls' School, Poozoondoung, Rangoon.

123. Inspected on the 28th March by Mr. Ferrars, who reports :—

"Established 1872. No fees demanded. The parents of some of the children said to be even wealthy. The effect of this gratuitous education is doubtless not confined to the individuals who receive its benefits, but abets the prejudice against schooling-fees in a wider circle. Medium of instruction, Burmese, in which the mistress is proficient. School-house, good; 36 girls on the roll. In Arithmetic there are as yet no results to record. Burmese reading was pretty good by a few, and writing from dictation still better."

R. L. A. Girls' School, Prome.

124. The Director notes of this school, inspected by him on the 1st September :—

"Since my last visit the school has changed hands, and has been transferred to a fine new building. Miss Miller having gone to England on leave, the school has been for about a year conducted by Miss Paul, daughter of the former Head Master of the Government School. Fifty-four girls were in attendance on the day of my visit, and I was much struck with the decidedly increased efficiency of the school.

"In reading and writing from dictation, the upper Burmese classes passed a good examination, and Miss Paul deserves special credit for the progress of the year. In the subject of Arithmetic she has worked hard to remedy the long-continued deficiency in this important point, and with good success. The results in Arithmetic are a very great advance on former years. The few girls learning English are able to read well, but were weak in translation. Miss Paul has a second Burmese Assistant Teacher, and also a special teacher of weaving. The weaving and needle work, both plain and fancy, are very creditable."

Mission Girls' School, Prome.

125. Visiting this school on the 1st September, the Director notes :—

"This school, in the absence of Mr. Stevens, to whom the grant was made, is now conducted by Miss J. O. Simons, daughter of the late Rev. J. Simons, with the assistance of two Burmese teachers from Miss Haswell's School. About 60 pupils were present. The reading of the Vernacular was generally good, and certificates of the 2nd and 3rd standards had been awarded by the Deputy Inspector. In Arithmetic, great weakness was shewn. In a school of this kind, the four simple and compound rules ought to be thoroughly mastered. A few pupils worked correctly a simple multiplication sum with a multiplier of two figures. Miss Simons deserves credit for the management: at present she knows very little of the Burmese language, and, with her present attendance, has a task rather beyond her power."

Miss Simons married, later in the year, Mr. J. Thomas, of the Government School, Akyab, where, I regret to report, she fell a victim to the epidemic which raged in April last, very soon after she had been put in charge of the recently sanctioned Government Girls' School at that station. The school appears to have been in successful operation until the 1st of November, when Miss Simons left Prome. Before her departure and the suspension of the school-work, the unexpended balance (Rs. 65) of the grant-in-aid for the year 1876-77 was made over to the Prome Deputy Inspector of Schools, to be given to the Rev. E. O. Stevens on his return; but, since the resuscitation of the school is thereby rendered indefinite, the amount has been refunded to Government.

R. L A Girls' School, Thayetmyo.

126. The Director visited the school in August, and found only 13 pupils, out of 26 on the roll, owing to a panic on account of cholera. He remarks :—

"Seven of the pupils are boarders, and, with a view to their accommodation, the Association has bought an adjacent house to serve as a school-house, giving up the

former house to the mistress and boarders. A general examination shewed that Miss Barr has thrown herself into the work zealously, and creditable progress has been made since my visit last year. At present, however, Miss Barr has rather too much thrown upon herself: her Assistant has lately resigned to be married, and the substitute, an elderly Burman woman, cannot do more than teach the *Themboungyee*. Thus the Head Mistress has to take nearly all the work of the school, including reading, dictation, and geography. In the last subject a creditable beginning had been made. Plain needle-work is diligently mastered in addition to fancy-work, and the samples shewn of both were satisfactory. The boarding establishment promises to be a useful addition to the school."

Section IX.

Special Schools.

127. Under this head will be noticed, (1) the Karen Normal or Training Schools, (2) the Special Class attached to the Rangoon High School, *viz.*, two Normal Classes (Vernacular and Anglo-Vernacular), a Medical, and a Drawing Class.

(1) Karen Normal Schools.

128. These aided mixed schools, which at present form the sole direct provision for the education of Karens, are all under Superintendents of the American Mission, who continue generally to deserve the confidence reposed in them by Government on behalf of these wild yet impressible tribes. In particular, Mrs. Thomas' letter dated the 17th July 1876, which has already been perused by the Chief Commissioner, and is under his favourable consideration in connection with Mr. Hordern's scheme for modifying the rules at present governing primary education, faithfully pourtrays the condition and educational wants of the Karens in the Henzada district, and shall speak for itself. The Revd. C. H. Carpenter and his colleagues are spreading a civilising influence in the Bassein district, whence I anticipate the first successful results of Karen competition at the Entrance Scholarship or other Government examinations; whilst the report of Mr. Ferrars, the Officiating Inspector of Schools, illustrates the importance of the geographical position held by the Karen institutions in charge of Dr. Cross and the Rev. Mr. Bunker at Toungoo, and the great worth of each. Instruction in Burmese, parallel with that which is imported in the Karen dialects, continues deficient either in quality or agency, or both, here and there.

Karen Normal School, Henzada

129. Inspected by Mr. Hordern on the 8th September, with the following results:—

"This school is under the management of Mrs Thomas, the widow of a late Missionary, who has been many years resident here; has had a good deal of experience in teaching, both here and in America, and is a very active and capable school manager I found 75 pupils in attendance, of whom some 25 were girls. With Mrs. Thomas' help, I examined the senior classes in *Burmese Reading* and *Dictation*, *Arithmetic* and *Geography*. Mrs. Thomas has paid great attention to the systematic teaching of Burmese throughout the school, and has, I think, shewn very good judgment in substituting this for English (at the sacrifice of losing some of her best pupils). The *First Class* were able to read Burmese with tolerable fluency, and their handwriting (from dictation) was remarkably neat,—the spelling being at present defective. In the lower classes the

Thimboungyee is carefully taught. The *First Class* (a large one) shewed a very creditable knowledge of *Arithmetic*, working correctly, with hardly any exceptions, a sum in compound division, and sums in reduction of vulgar fractions and division of decimals. In *Geography* a good foundation has been laid, and the countries, oceans, seas, and islands in Europe and Asia were readily pointed out on the map; also the principal towns, rivers, &c., on a map of Burma. Music is carefully taught, and, as in all Karen schools, is the most popular of the studies. The *First Class* sang with really good taste and with correctness. Weaving and carpentry are also taught, and I saw some creditable specimens of the latter. Mrs. Thomas is supported by a good staff of Karen teachers. The Head Master, who knows Burmese well, appeared to me a specially good teacher and manager. This is the first time I have found this school in session. I was satisfied that it fully deserves the aid which it receives from Government."

Karen Mission Village Schools, Henzada.

130. The following is Mrs. Thomas' letter above referred to, dated 17th July 1876, for which I can find no more appropriate place:—

"I am deeply impressed with the importance of improving our village schools. In the Karen Mission much time and strength has been expended on the town boarding-schools. For many years we have had a Theological Seminary in Rangoon, attended by young men from all parts of British Burma, and now we have an embryo College. Meanwhile, our Primary Schools have been almost wholly neglected. This seems to me very much like an attempt to build a pyramid upside down.

"In connection with the Henzada Karen Mission are 50 out-stations, where are little congregations of Christians. At nearly all these out-stations are schools for the Christian children, to which also heathen children are admitted. During the last dry season I examined about 40 of these schools, and was greatly disappointed to find them accomplishing so little. With some half-a-dozen exceptions, they are not worthy the name of schools. I am not satisfied that this state of things should continue, and am making every effort to arouse the Christians to realize the importance of primary education. But *why* are our village schools so inefficient? It is not wholly owing to the apathy of the people. Many of the Christians and some of the heathens are desirous that their children should enjoy the advantages of education. The principal difficulty is the inability of the people to support school-masters. Hitherto they have depended chiefly for school instruction on the men who are stationed in their villages as religious teachers or catechists. These men, as a rule, receive but a partial maintenance from their people, and are obliged to spend much time and strength in working to supply the wants of their families. But even if they were fully supported, their duties as religious teachers are sufficient to occupy all their time. With them, school teaching is a merely incidental affair, which receives attention when the pressure of other cares does not prevent. They get the children together, from two to five months in the year, and even then are frequently obliged to dismiss them for days together. It is evident that the schools will never be in a prosperous condition until they are supplied with separate teachers. We have men and women well qualified to do good service as teachers, who could be secured for a moderate compensation. In three or four of our largest and most prosperous villages the people are able and willing to aid in supporting their school-teachers, though they cannot do the whole. But in the other villages the people are too few and too poor to even afford a proper support to their religious institutions. Hence, without outside aid, there is no prospect of improvement in our village schools.

* * * * *

"The prizes now offered (by Government) to scholars for certain degrees of proficiency suppose schools already established and somewhat advanced. We shall never reach that state of advancement without some help at the start. The people will provide suitable buildings, and will purchase the necessary books. They need help only in paying teachers' salaries. "School-masters can be obtained for Rs. 10 a month; female teachers for a smaller sum. The schools could not be in session over nine months in the year, for the people are cultivators, and during the busiest months every man, woman, and child is needed for work. If the Government

will grant my request, I promise for the aided schools the most careful supervision. They shall be thoroughly examined three times a year, once by myself and twice by the best qualified Karen teachers, besides being open to examination by the Government Inspector. I will appoint no teachers whom I have reason to fear will prove incompetent, indolent, or unfaithful, and will speedily remove any whom I find on trial are not fitted for the position. In short, I will do all in my power to bring the aided schools to a high state of efficiency, and am sanguine of success if funds are provided. I will further agree that instruction shall be given principally in the Burmese language, and not, as heretofore, almost exclusively in Karen. If the authorities hesitate to be committed permanently to this scheme, will they not at least give us the means of making the experiment for one year? If the result is satisfactory, they can then continue it for a longer time.

"My definite application is for the support of teachers in 12 schools, containing from 20 to 30 scholars each, during nine months of the year, or, still better, in my opinion, would it be for aid to come in this form,—Rs. 1,000 to aid Primary Schools in my care. Then I might succeed in persuading the people to support their school-teachers, one, two, or three months, as they were able, and thus have it in my power to help a greater number of schools. I do not believe in helping the people more than is really necessary. Hoping that my proposition will meet with the favourable regard of yourself and others."

Sgau Karen Normal and Industrial Institute, Bassein.

131. The Revd. C. H. Carpenter reports an increased average daily attendance of 175 pupils. Substantial proof is adduced by him of the prosperity and stability of the Institute. For the special encouragement of Karen competitors at the Annual Government Examinations, whose disadvantages have been clearly pointed out by Mr. Burke, of Toungoo, as well as by Mr. Carpenter, I propose generally to extend the qualifying limit of age in their favour. The following is the report of Mr. Carpenter :—

"Between the 12th May 1876 and the 23rd February 1877 the school was in session 34 full weeks, exclusive of holidays. During the year there have been important changes in the teaching staff. Miss Baldwin, obliged to leave the school for a season on account of ill-health, is now permanently settled in Toungoo. Her place as head of the Female Department has been taken by Miss Walling. Miss Watson has returned from America, and taken her place with Miss Manning in the English Department. Revd. J. P. Sahnsy, educated in America, and the principal Karen teacher in English since 1860, died of consumption last November greatly regretted. Moung Tsan Dwa and Moung Loo Nyo have joined the establishment, and are doing good service with the other native teachers. A good man has also been secured to teach carpentry to the boys. On the whole, notwithstanding the losses, our teaching staff is stronger and more efficient than ever before, and we hope to add to its strength and efficiency in the year to come. Owing to the scarcity of rice at the opening of the dry season, and the overcrowded state of our school buildings, new pupils were not encouraged to come, and several old ones were dismissed for inaptitude and other reasons. This accounts for the fact that, while the daily average attendance has increased from 160 to 175, the number on the rolls at the end of the year has fallen-off from 185 to 163. The popularity of the school is steadily increasing, and, with enlarged accommodation, we confidently anticipate a large increase in numbers.

To obviate the present crowded state of the dormitories, and the present temporary occupation of the new girls' school-house by pupils of both sexes, we are now erecting the following substantial buildings :—*(1)* One dormitory for boys, 96′× 24,′ with a carpenters' shop and book-binding below. *(2)* Another dormitory for boys, 72′× 24,′ with space below for husking and cleaning rice for school consumption, and a granary of 8,000 baskets capacity attached. *(3)* A chapel for the united use of all departments, with a two-storey wing on the east for the English boys' school, and one on the west for the Vernacular. The south front of this building measures 124 feet, the east side 129 feet, and the west 95 feet. The entire cost of these buildings will not be less than Rs. 30,000. As we receive

no aid from Government or foreign sources, the burden is a heavy one; but we hope that the Native Christians, with some aid from local funds, will be able to complete the work over Rs. 17,000 have been paid in already. In this connection, it may not be amiss to mention that, through the kindness of two friends, $ 10,000 has been given during the past year towards an endowment for this school. The money is safely invested, but the income will not be available until after the death of the donors. Without this, and still further enlargement of its resources, the natural growth of this school for the Karen people must soon be checked.

With a strong desire to co-operate cordially in the Government scheme of competitive examinations, we find ourselves in a difficult position. We sent up the names of four candidates at the last examination; but, as three of the four were not under 17 years of age, the Committee did not feel at liberty to receive them, even as competitors for certificates (not for scholarships). The fourth could not be induced to go up alone. As nearly every member of our first and second classes is 17 years of age or upwards, there seems to be no way open to us but to send up candidates next year for the third class. While their knowledge of Burmese and English is increasing, and compares favourably with that of other Karen classes at their age, it seems to me hardly possible for them to pass. However, we will do as well as we can under the untoward circumstances. Meanwhile, we are endeavouring to increase our facilities for imparting a practical knowledge of the Burmese language and literature. It is now studied daily by all the pupils, and during the past year several classes have begun the study of arithmetic and geography through that language as a medium.

Pwo Karen Normal School, Bassein.

132. This adjacent institution provides adequately for the Vernacular education of about 50 boys and 20 girls, receiving nearly three-fourths of its resources from the Baptist Missionary Union and "Woman's Baptist Mission Society of America." The transfer, in April 1876, of Miss Rand from Moulmein to this school appears to have increased its efficiency. Miss Rand has had charge of 33 scholars learning English, as well as of a Vernacular class. The study of Burmese has been kept up, and the average daily attendance up to the 20th September, when the school funds were exhausted owing to the increased attendance, appears to have been 75, of whom nearly a third are girls. Mr. Goodell reports :—

"The whole number of boys on the roll during the year is 83 ; girls, 27; total 110. There was some sickness in the early part of the term that reduced the original number, and, besides, the school accommodation and funds were so limited, that I deemed it advisable to send away a few of the others who were less promising than those who remained. The average daily attendance, however, has been much longer than ever before, that of the last year being only 46, while the average this year comes up to 75. The average of pupils on the rolls monthly last year was 54: this year it is 87. The large number in attendance of course added very considerably to the expenses of the school, though the average expense per scholar is much less. The small amount of funds at my disposal was soon exhausted, and, after about five months' study, I was obliged to dismiss the school.

Mr. Goodell's application for an increased grant was not made at a convenient juncture. An early inspection will determine its merit.

Karen Normal School, Moulmein.

133. This school was inspected on the 1st November 1876 by Mr. Ferrars, who is of opinion that too little attention is paid to Burmese, though the teaching staff is of considerable merit. Miss Higby, recently returned from America, and well acquainted with one of the Karen dialects, and a very competent superintendent, took over charge in July 1876. No fee is charged, but the Native Karen Christians appear to contribute a sum which falls not far short of the

Government grant for the year, *viz.*, Rs. 789, besides supporting a number of jungle schools without help from any other source. The daily attendance has averaged 63, inclusive of 30 girls.

Karen Mixed Normal School, Tavoy.

134. This school has not been inspected this year, its claim resting merely on the renewal of part of the lapsed grant-in-aid of the previous year specially conceded to meet past expenditure. Under a Karen teacher, its status up to February appears to have been precarious, and its attendance small, "on account of insufficient teachers and inadequate support;" but the now resident Missionary, Mr. Morrow, who has lately assumed charge, anticipates for it stability, and a large increase in the number of pupils.

Karen Normal Schools, Toungoo.

135. Dr. Cross' section is named the Paku, and that of Mr. Bunker the Bghai, Department from the respective preponderance of either of those tribes, but that many other clans have representatives in each school previous reports have shewn. Mr. Ferrars, visiting these institutions at a favourable season of the year, the 29th and 30th September, reports:—

Dr Cross' School, Paku Department

"Inspected 30th September. Average attendance 109, present 74, all boarders the introductory remarks upon Mr. Bunker's school, hold good for this equally. Burmese element in the teaching stronger. Discipline very good. *First class.*—Advanced Mathematics and Surveying, four pupils, mostly adults; calculation of triangles well known; formulæ, however, apparently committed to memory without previous elaboration. The study of Trigonometry without Algebra cannot be regarded as a mental training, but of practical value. Geometry is taught according to Legendre, who allows a multiplicity of postulates. Arithmetic thoroughly well known. Field-work in Surveying not much practised as yet. *Second class.*—Fourteen pupils, competent to take down problems in Burmese. A rather difficult problem solved by 13; compound proportion, however, done by two only. *Third class.*—The simple rules of Arithmetic well known. At this school, the pupils elect whether they shall learn Burmese or not. This subject should be *de rigueur*.

I concur with the Officiating Inspector that the study of Burmese should no longer be optional.

Mr Bunker's School, Bghai Department

Inspected on 29th September 1876. One hundred and sixty-six maximum attendances during the rains, including 46 females, all boarders. Present, 111; ages seven to 23; Karens of 15 tribes and of indigent parentage. No fees. Medium of instruction, Karen. *First class.—Arithmetic*, six pupils, as far as cube root. A number of complicated problems were correctly worked. A good knowledge of square root, and the purposes to which it can be applied, was shewn. *Burmese*, 15 pupils. Although the class included many grown-up men, not much fluency was shewn in either reading or translation. *English*, a subordinate subject in this school, only begun of late. Reading from a primer was fairly good. The book in use, *The Analytical First Reader* (George Sherwood, Chicago), is the best I have met with. A series of maps have been made by hand for the use of this school. There are few masters not competent to compile a rough map of Burma for their classes, the absence of a map being the usual excuse for deficiency in local geography. Mr. Bunker says that analytical faculty is signally deficient in the Karen, and that for developing it, so much preponderance is given to Mathematics. I think, however, that the extension of this course takes place at the expense of some branches that might be cultivated with more practical benefit, especially the Burmese language. *Second class.—Arithmetic*, 10 pupils. Addition of fractions done rightly by eight. All but three well grounded up to that point. *Burmese*, 21 pupils. Very little fluency in reading, scarcely any attempt at

translation. *Third class.—Arithmetic:* eight boys, two girls. Simple rules known by five. *Music:* the whole school sang together a new air, and the "Old Hundredth" in parts. The Karens have a special aptitude for Western music. Singing in parts soon becomes a favorite recreation with them. The subject is one of considerable disciplinary value.

Special Classes attached to the Rangoon High School.

136. Of these, the Normal Classes alone can be reported productive of solid tangible results, however well the others may have served instructively to interest or amuse. But for the former, the lower classes of the High School would at times have fared ill, when the influx of pupils seemed reciprocated only by defection of teachers. As regards the Rangoon Medical Class, which alone it was determined to continue, no students have joined it from other districts, and no Rangoon student has attended with any serious intention of preparing himself for the medical profession. The lectures have been mainly delivered to a few High School pupils of limited attainments in English above all things, and the curriculum of whose ordinary studies should have almost sufficed to absorb the few hours that they could spare from their hours of relaxation. To produce any real results, that supplementary private study, upon the utter absence of which Dr. Crombie animadverts, should, on the other hand, well nigh exclusively engross the faculties of older brains than these. I am finally of opinion that these lectures should be abandoned in favour of some more practical, as well as practicable, object. A land Survey Class is doubtless the greatest *desideratum*, and would constitute the very simplest initiation of the Engineering School designed by Mr. Nesfield. Those Mission Schools where carpentry is taught, and where pupils with such natural aptitude as the Burmese can become familiarised with the proper use of Western tools, are, I consider, not only to be commended but imitated. Chemistry, a course of which is prescribed by the Calcutta University for the Arts Examinations, now needs only a Lecturer, a full and useful assortmentof chemicals and apparatus having been purchased and lodged in the High School, and the Higher Department pupils being qualified to imbibe at any rate elementry instruction in this subject. The instruction hitherto given in the science of Drawing from the Officiating Inspector's Report would appear to be anything but scientific.

Normal Classes.

137. Mr. Aldridge has been in sole charge of these classes, in addition to his other duties as Head Master of the Middle Mepartment, and has therefore had to devote much of his recreation time to them. He reports success in spite of serious difficulties.—

"At the close of the official year there were, inclusive of the four cess teachers, seven Anglo-Vernacular and 17 Vernacular students under training. The number at present, including the four Cess School teachers, is 26. The following statement will show the number on the books monthly from 1st April 1876 to 31st March 1877:—

Attendance of Normal Students, 1876-77.

Name of class		April.	May.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.	Monthly average.
ANGLO-VERNACULAR ..	Normal students ..	3	4	4	4	4	4	3	5	5	5	4	4	4·08
	Cess teachers	..	..	1	1	1	1	1	1	1	1	1	3	1
VERNACULAR ..	Normal students ..	1	5	7	8	12	12	13	12	13	15	14	16	10·75
	Cess teachers	2	2	1	1	2	2	1	1	1	1	1	1	1·33
Total ..		6	11	13	14	19	19	18	20	20	22	20	24	17·16

"Each Cess School teacher receives the same pay as he would draw were he working in a Cess School, and pays the usual boarding-fee of Rs. 6. Each Normal student receives in all Rs. 8 per mensem; Rs. 6 of this goes to the boarding account, while the balance (*viz.*, Rs. 2) is given to the student as pocket-money. The total cost to Government was Rs. 2,436-1-9. The annual cost to Government of each student, reckoning it on the monthly average on the register, was Rs. 141-15-5, against Rs. 284-10 in the whole Training School in 1873-74. The instruction given during the year was, as nearly as possible, in accordance with the orders contained in the letter from the Director of Public Instruction, No. 128-14, dated 8th September 1875. The difficulty of the work was greatly increased by the want of Burmese text-books; not even a work on Arithmetic was obtainable until very late in the year, when *Stilson's Arithmetic*, revised by the Revd. J. R. Haswell, was printed. This book, however, does not go beyond Interest, and I have been looking forward to the publication of the 2nd part of the above work. *Hough's Geography*, revised by the same gentlemen, has also been used. In March last, five or six copies of *Legendre's Geometry, translated by Stilson*, were found in the Mission Press. These have been secured, and are now used by the Normal students. I have, however, been generally compelled to use works in English as text-books, and to translate them myself. Todhunter's work has been taken as the text-book in mensuration This work I purpose translating into Burmese, and shall be pleased if the author's permission can be obtained for my doing so, and publishing the same. Such a work in the Vernacular will prove of great value. Composition and Grammar have also been taught during the year, the former by making the students reproduce the subjects—matter of lectures given by me from time to time as model lessons—the latter from *Judson's Notes* and *Shway Bwin's Burmese Grammar*. Lessons, both in the theory and practice of land-surveying, have also been given, the students going out on Saturdays for field-work. The plot of ground selected to be surveyed was generally surveyed twice, first with a chain only, and then re-surveyed with chain and prismatic compass. On each occasion the students are required to make a map of the plot surveyed. This practical work has been greatly retarded for want of instruments, there having been but one chain and one prismatic compass to work with; consequently, not more than five or six students have been able to work at one time. * * * My lessons in the subjects laid down in the curriculum have been given before the regular school hours, and a certain amount of work has been required of the students as private study. Class arrangement and the method of imparting knowledge have been taught both by precept and example. * * * In the teaching of Pali, I have been materially aided by the Pali Assistant Teachers, Tsaya-gyee and Tsaya Thin, who have at regular times taken half the Normal students, while the others have been engaged in acquiring the power to teach in actual school-work. The other Pali Assistant, Tsaya Way, has given some lessons to the students in Geography (a subject in which he has taken a very great interest), and I must cordially acknowledge the services he and the other Pali Teachers have rendered me. * * *

"In conducting the Normal Classes my aim has been, not merely to put new facts into the heads of the students, but rather to raise up a thinking class of young teachers, so that the knowledge possessed by them may be turned to practical purposes, and be adde dto by their future studies; so that if a really good supply of Vernacular books be prepared, and the plan as suggested in my letter No. 2-94, dated 28th April 1876, be adopted, there will be in time a thoroughly good supply of Vernacular and Anglo-Vernacular Teachers in the country, and, by making the entrance a little more severe in the future, the one year's training, which is rightly considered by the Officiating Director of Public Instruction too short, will perhaps be amply sufficient for the actual normal training which will then be required. A few of the Normal students have now been one year under training, but as their attainments were below the required standard when they were admitted (as shewn in my official letters regarding them), they are not yet fitted to receive a certificate. I would, therefore, ask that they should be allowed to remain longer under training.

"As the Normal students come, as you are aware, from various parts of the country, and are not, as a rule, of the highest class of Burmese, it speaks well for their general behaviour and submission when I am able to state that, during the

period under review, only one was expelled for misconduct, notwithstanding that they are subjected to the general rules which apply to the ordinary boarders; in fact, with but very few exceptions, I have found them to be most willing, industrious, and obedient. I would, however, specially mention Moung Hpoo. Hpouk Hlot, and Myat Tha Oung: these are three energetic teachers, and have done well since they have been here. Moung Tso, of Opho, is also giving great satisfaction. He has already made considerable progress in *Arithmetic* and Land Surveying, while, of the Anglo-Veruacular Normal students, Richard Donald bids fair to be a very intelligent and useful teacher."

Moung Tso, of Opho, Henzada district, here alluded to, is an Indigenous School Teacher, aged 40, who voluntarily joined the Vernacular Class for instruction. I examined these classes in the beginning of February, and found many of the Vernacular Class students a credit to their training, but the Anglo-Vernacular weak. Mr. Aldridge has not in the least exaggerated the difficulties with which he has to contend, and I believe it is hardly possible to over-estimate the importance attaching to the Normal schools. Two things are manifest,—(1) that the training of these 26 youths overtasks the energy of a single instructor, especially when the period of training is so short; (2) that the period is too short, even with an addition to the instructing staff. Several Deputy Inspectors have enhanced these difficulties, by their tendency to be more zealous than discriminate in their selection of candidates for these classes, in which the Toungoo, Shwe-gyeen, and remoter districts of Arakan are not as yet represented at all. Similar classes can hardly, I should say, be attached to the Moulmein and Akyab Government schools without some special reinforcement of the teaching staff of each.

Rangoon Medical Class.

138. The remarks of Dr. Crombie upon the results for the year are sufficiently just and concise to be quoted along with his report. They are corroborated by his officiating successor, Dr. O. Baker, who points out that "the few youths who now attend are unlikely to become Hospital Assistants;" that "there is only one Burman amongst them;" and finally recommends the discontinuance of the lecutres. Dr. Crombie says:—

"In accordance with the wishes of the Chief Commissioner and of the Director of Public Instruction, the Medical Class at Rangoon has been carried on in the same tentative manner as in the previous year,—that is to say, no definite prospects were held out to the pupils, attendance was not compulsory, no preliminary examination was instituted, no stipend was paid, but the course of lectures was made as attractive as possible, by avoiding, as far as possible, dry details, and illustrating them as far as could be done by practical demonstrations.

"The course of lectures included the anatomy and physiology of the digestive system, followed by a course of lectures on Elementary Chemistry as far as metals, for which the recently-acquired chemical apparatus afforded ample means; this, again, was followed by lectures on the anatomy and physiology of respiration, the greater part of the year being occupied by the lectures on Chemistry.

"At the end of the previous year, the number on the class-roll had fallen to 10, and the average attendance was six or eight during the first few months of the present year. The lectures on Chemistry were, however, more attractive, and at the commencenent of this course from 20 to 30 boys attended each lecture. As the novelty passed off, the attendance again fell off, and for the last three months of the year the daily attendance was reduced to six boys, only one of whom (Hpo Mya) was a Burman, the remainder being East Indians. These six boys have attended this course of instruction since the class was begun, in November 1875, with the greatest regularity.

"To test the progress made by the class during the year, a competitive examination was held just before the Christmas holidays, the subject of examination being Chemistry. The six boys above alluded to competed. Two boys—Wales and Minus—wrote fairly creditable papers, Wales attaining the prize: the papers submitted by the other four were very indifferent indeed. The impression left on my mind with regard to the result is very much the same as that which I recorded in my report of the previous year. None of the boys study the subjects on which they listen at lectures: their whole time is occupied with their general studies at the High School; and it has only been by constant reiteration of the most essential and elementary principles that they have picked up what little they have learned, or what I have endeavoured to teach them. My teaching has been altogether unsupplemented by private study.

"On the whole, I think the class has been as successful as it could reasonably be expected to be under the circumstances, when no compulsion, inducement, or prospect was offered for attendance or study. Next year it is proposed to carry on the class on a more permanent footing, each boy being in receipt of a stipend, with or without board at the High School, and being left at liberty from his other duties for at least four hours a day, which he will devote to the study of the subjects lectured on in the Medical Class; attendance at these lectures will be compulsory, and I presume that a definite prospect of Government employment will be held out to him at the end of three or four years' study. Without some such plan and prospect as I have pointed out, even since I have been connected with the question, it is hopeless to look for any real progress being made in medical education in Burma. To carry this out, I have estimated that the very moderate sum of Rs. 5,000 will be sufficient for the first year. The great obstacle to the success of medical education in Burma, however, is the high rate of wages. Any Burman youth sufficiently well educated to attend lectures on Medicine will command a salary of from Rs. 70 to Rs. 120 a month in a merchant's office, the sum varying with his knowledge of English; whereas Government can only hold out a prospect of from Rs. 40 to Rs. 60 a month at the end of three or four years' duty. As long as this high rate of wages continues, this is the view of the question which will always present itself to the practical Burman mind."

Statistical Summary of the Rangoon Medical Class for 1876-77.

Name of Institution	When commenced	Averaged Atly attendance												Strength of class on the date Dr. Cromble made over charge									Strength of class on 31st March 1877								
		April	May	June	July	August	September	October	November	December	January	February	March	Average monthly attendance	Burmese	Karens	Chinese	Hindus	Mahomedans	Europeans and Eurasians	Total	Burmese	Karens	Chinese	Hindus	Mahomedans	Europeans and Eurasians	Total		
Rangoon Medical Class	2nd November 1875	3	3 75	3 44	11 53	7 23	4 38	4 53	11 28		6	6	6	5 15	1					5	6	1					5	6			

139. The need of a more masterly hand in the theoretical conduct of this class is apparent from Mr. Ferrar's notes :—

Drawing Class.

"Theoretical perspective studies. A pyramid of given dimensions, in a given position upon a plinth, was shown at the required angle of sight by several lines. The scale adopted is too small for beginners, both in this and the free-hand exercises, easels, rough brown paper, charcoal, and crayon are essential for the 'model' study. The system by which practical free-hand perspective drawing from the round is taught in all British Art Schools seems quite unknown. The ordinary school desks necessitate the use of small paper: errors upon diminutive scale do not permit of instructive analysis. Copies from the flat, of arabesques and other subjects, look pretty round the walls of an examination hall. The recreation hour is devoted to this subject. On its present footing, it can barely be regarded as instructive recreation. Studies of circular objects, seen in perspective, were shown to me, in which the approximate ellipse was attempted by joining together two arcs of circles, like a section of a double convex lens, and rounding off the ends."

Section X.

Education of Europeans and Eurasians.

140. The Administration Report of the province for 1875-76 shewed a population of 1,242 Europeans and 4,102 Eurasians only, against a total of 1,491 Europeans and of 5,453 East Indians and other mixed origin for the year 1872-73, when the school returns shewed a total of 907 children of like origin under instruction, or 65 per cent. of the number of children of school-going age, which was assumed to be one-fourth of the said population; and the provision was considered adequate. The returns for the year under report exhibit, against a decreased population, a total of 1,048 school-going children of European and Eurasian descent, of whom 456 are girls in Mission and private, and 91 boys in Government schools of the higher and middle class. There is, therefore, less cause than ever for anxiety on this head.

The natural tendency in pupils of this class to despise a literary and scholarly acquaintance with Burmese is marked; but the position which this subject holds as a *sine quâ non* in all departmental examinations, the condition now imposed on all aided middle or higher class schools of presenting competitors at those examinations, and the preference which should invariably be given, *cæteris paribus*, to the candidate for Government employ who is a sound Burmese scholar, should go far to counteract the prejudice.

Section XI.

University Examinations.

141. The province furnished four candidates,—three from the Government High School, and one from the Diocesan School, Rangoon. Of these, two were successful, the one a Burman, the other a Hindoo, both Entrance Scholarship-holders, and pupils of the

Calcutta University Entrance Examination

Higher Department (in charge of Mr. A. G. Campagnac) of the former institution, and respectively educated there since May and August 1874. The Principal is content to observe that they are the first boys wholly educated in Burma who have passed this examination. It is also satisfactory to note that they were among the first who ever won any provincial successes on terms of open competition. The three candidates from the High School selected Burmese as the *optional* language: the Diocesan School candidate, Latin. The late Revd. J. R. Haswell was appointed examiner in the former.

The following table, from the *Calcutta University Calendar*, shews the result of the examination as regards the Province:—

Results of the Calcutta University Entrance Examination, 1876.

Name of institution.	Number of candidates.	Passed in			Failed in				Remarks.
		First Division.	Second Division.	Third Division.	English	Optional language.	History and Geography.	Mathematics.	
Government High School, Rangoon..	3	..	1	1	..	..	..	1	
Diocesan Boys' School, Rangoon ..	1	..	..	..	..	..	..	1	

Section XII.

Annual Departmental Examinations.

Conduct of examination.

142. These examinations, with the exception of that for land measuring certificates, which will be treated separately, have this year been entirely controlled by the Central Board of Examiners, *viz.*:—

The Right Revd. Bishop Bigandet,	R.C.M., Examiner in	Pali.
,, Revd. J. R. Haswell, M.A.	,,	Burmese.
P. Hordern, Esq., B.A	,,	English.
E. J. Sinkinson, Esq., B C.S.	,,	Mathematics.
M H. Ferrars, Esq., B. A.	,,	History and Geography.

No change has taken place with regard to the conduct of the Entrance Scholarship Examination. Previously, in the case of those for Primary Vernacular Scholarships and Annual District Prizes, the standard only has been dictated by the Department, and the questions have been framed and the award of prizes made by the District Committees. These bodies, to whom the Department continues to be largely indebted for assistance and advice, have now been charged merely with the conduct of these examinations and the discrimination of merit in the *viva voce* portion. There is force in the representation that any delay between the examination and the award of prizes at

out-lying stations tends to diminish the *éclat* of the event, and in the suggestion that the committees be empowered to declare and reward the successful candidates then and there. On the other hand, it is manifest that their respective estimates of the proficiency required from candidates—especially of that arrived at in the three subjects of Burmese, Pali, and Arithmetic combined, which entitles to a special prize of the value of Rs. 50—when compared, were no doubt very unequal, and the question seems to be, whether a candidate shall be rewarded according to the relative proficiency attained in a single district, or according to a test uniform for the province, so far as such test can be applied. I proceed to notice the results of each examination.

Provincial Certificate Examination

143. Notices regarding this examination, which it was intended should be held on the 27th November and following days, were sent out to all the District Committees and each of the Government Higher Class Schools; but no candidates came forward, none of the schools at present teaching up to the standard required, the object of which is to qualify men for the Public Service, and is as follows:—

I.—Necessary Subjects.

(*a*) *The English Language.*—Grammar and analysis, *précis*-writing, dictation, original composition, translation from Burmese to English and *vice versa*, authors unseen before.

(*b*) *The Pali Language*, for Burmese candidates; *the Burmese Language* for European candidates; *the Burmese or Pali Language* for Karen candidates.

(*c*) *Mathematics.*—A complete course of Arithmetic; Algebra to the end of quadratic equations; an easy course of Practical Geometry.

(*d*) History of Burma, History of India and History of England.

(*e*) *Geography.*—Geography of Burma, Geography of India, General Geography, a course of Physical Geography.

II.—Optional Subjects.

One or other of the following:—

(*a*) *Mathematics.—Arithmetic:* Colenso's, the whole book. *Geometry:* Capes' chapters 1, 2, 3, and 7. *Algebra:* Colenso's, Part I. to end of quadratic equations. *Mensuration:* Todhunter's Mensuration for beginners; the whole book. *Trigonometry:* Todhunter's, for beginners; the first 19 chapters; the use of logarithms.

(*b*) *Mechanics and Hydrostatics.*

(*c*) *Electricity and Magnetism.*

(*d*) *Elements of Physiology.*

(*e*) *Elements of Chemistry.*

Not less than one-third of the marks in *each* subject and one-third in the whole will be considered the qualifying minimum.

Entrance Scholarship Examination held 30th November 1876.

144. The change in the standard has been two-fold—(1) Pali has been made an optional subject; (2) the qualifying minimum of marks has been reduced from 60 per cent. in each subject to 60 per cent. in any two subjects, and 50 per cent. in the remainder. The grounds upon which the Board of Examiners made these alterations respectively were, the scare which the compulsory study of Pali occasioned in schools otherwise competent to present candidates, and the severity of the test hitherto applied, which

required 60 per cent. of the maximum of marks, as compared with the lower percentages required elsewhere, and to which many failures in the previous year were attributable. To meet the case of candidates unwilling to avail themselves of the privileges of a scholarship, the Board decided to award in lieu thereof a special certificate to every candidate who passed by the required standard. The attention of managers of Aided Mission Schools in particular most of whom object on religious grounds to their pupils' tenure of scholarships in a secular school, was specially drawn to this alteration, designed expressly in their favour.

Twelve scholarships were competed for by fifty candidates, *viz.*, ten from the Government High School, Rangoon, five from the Akyab, seven from the Moulmein, eight from the Prome, two from the Bassein, and three from the Kyouk-hpyoo Government School; three from the Shwe-doung Government Cess School; the Toungoo S. P. G. and Roman Catholic Schools respectively sending up five and two candidates, the sole representatives at this examination of the Aided (Mission or other) schools of the province. Nothing can as yet be expected from the remote Karen institutions, but the only excuse which the other liberally-aided Mission Schools of the higher or middle class, especially those in Rangoon, can offer for keeping aloof, is a possible shortness of notice that presentation of candidates would be the condition attached to future grants-in-aid. Fourteen scholarships were awarded, to the privileges of two of which the holders had been partially admitted last year, on the ground of high comparative proficiency. The following is a comparative statement of successful schools and their representatives:—

Entrance Scholarship Results.

Name of School.	Passed in	
	1875.	1876.
Government High School, Rangoon	2	7
Akyab Government School	..	3
Moulmein ditto	1	3
Poungday ditto (Cess)	1	..
Henzada S. P. G. Aided School	1	..
Toungoo Roman Catholic Aided School	..	1

Full particulars of the marks gained by each candidate who presented himself for examination have been published, and will be found in the Appendix to this report. These results exhibit a very marked and gratifying improvement upon that of last year. No candidates passed with much less than two-thirds of the aggregate maximum of marks; and of the 36 unsuccessful, 10 scored more than half marks in the compulsory subjects. In History and Geography the Akyab Government School competitors collectively—none of whom took up Pali—hold conspicuously the best position, whilst in mathematics (a subject least susceptible of being crammed, the successful boys from

the school obtained full marks. Of the Government Middle Class Schools, the two Bassein candidates, and one from Prome, acquitted themselves with the most credit: the unsuccessful candidates from the Toungoo Roman Catholic and S. P. G. Schools rank next. The Aided Schools will doubtless be well represented on the next occasion.

Primary Vernacular Scholarships and Annual District Prizes.

145. These examinations, the special aim of which is the encouragement of indigenous schools, depend mainly for success on the energy and foresight of the Deputy Inspectors whose duty it is to circulate the notices and whip in competitors from every part of the district to head-quarters; where, unless accompanied by their *Hpongyees* or friends, juvenile candidates from outlying *kyoungs* are liable to find themselves strangers, and perhaps dependent upon the Deputy alone for food and shelter. When, as in the case of the Kyouk-hpyoo—Sandoway, Prome—Thayet, and Toungoo—Shwe-gyeen divisions, the deputy is in charge of two districts, it is obvious that he can be present at one head-quarters only at a time; yet it is as obviously desirable that these examinations should be held as simultaneously as possible throughout the province, and that the Deputy should be personally present to assist at each. Hence, it is not surprising to find that examinations for primary vernacular scholarships fail to have been held at some head-quarters, whilst at others, the committees complain of the Deputy's partiality to the adjoining district.

146. An anomaly is created in the working of the system of primary vernacular scholarships, the effect of which is often to bring a boy of 11 or 12 years, ignorant of English, from an indigenous school into an Anglo-Vernacular middle class school, and at the expiry of two years, to leave him stranded at the age of 14, in a subject for the sake of acquiring a smattering of which he has probably in the interval neglected everything else. The absence of Cess Schools at which these scholarships seem intended to be held for two years by pupils under 12 years of age, suffices to account for the competition being limited in some districts to the annual prizes, in the distribution of which the following change has been effected. The amount sanctioned for prize distribution in each district is Rs. 200, originally apportioned thus:—

To the best scholar in	Burmese	.. .. ..	Rs 50
,, ,,	Pali	.. .. ..	,, 50
,, ,,	Arithmetic	.. .. ..	,, 50
,, ,,	the three subjects combined	..	,, 50

It was found that a number of competitors who had closely and worthily contested these few prizes went back to perhaps very remote homes crest-fallen and disheartened, whilst there was good reason to suppose that rewards of less value, but slightly more common, might attract a greater number of candidates. A re-distribution was therefore framed as follows:—

	1st *Prize*	2nd *Prize.*	3rd *Prize.*
Burmese ..	Rs. 25 .	Rs 15 ..	Rs. 10
Pali ..	,, 25 ..	,, 15 ..	,, 10
Arithmetic ..	,, 25 ..	,, 15 ..	,, 10

For marked proficiency in the three subjects combined, one prize, Rs. 50.

147. The following tables summarize the range and results of competition for Primary Vernacular scholarships and District Prizes:—

Results of the Examination for Primary Vernacular Scholarships, 1876.

Districts	Number of Competitors		Number of successful candidates		Schools from which the successful candidates have been presented	General remarks by Examiners
	Boys	Girls	Boys	Girls		
Akyab	34	12				All failed in Arithmetic, papers written in lead pencil In Burmese, mis spelling had been uncorrected No answer to the reading examination
Bassein	21		2		Koongyan Lay School Hpoongvee Oo Mala s Monastery	Candidates from this district obtained the lowest average marks in Burmese mis spellings slovenly hand writing, and generally disgraceful state of the papers
Prome	10	4	1	1	Moung Koo's Lay School, Prome Mah May's Lay School, Poungday	No answers to reading exercise Some one had interlined corrections, and marked up the papers very ill
Henzada	24	3		2	Government Cess School, Henzada	Good relative average in Burmese, *Khyoung* (that is, monastic school) candidates have 66 and 52 mis spellings, the girls from the Cess School, only 29, 28, and 24 respectively Answers to reading exercise given by each candidate.
Thayetmyo	9					No answers returned to the reading exercise Some one who did not compare the spelling of the printed paper with the written answers had tried to give marks
Toungoo	12	3	1	1	Moung Shwe Ave's Lay School Ko Youk's Lay School, aided by Government Assistant Master	The candidates from this district obtained the highest average marks in Burmese Good papers, written in ink, but some papers marked wrong and mis spellings often not corrected
Shwe-gyeen	7	2		2	Ko Toke's Lay School, aided by Government Assistant Master	No returns to the dictation paper Local Board appear to have given something of their own choice
Tavoy	32	35	1	1	Ko Moh's Lay School Kamon Moung Kyaw Nva s Lay School	Papers written in ink, many mistakes uncorrected. No answers to reading papers
Total	149	59	5	7		44 Competitors from Monastic Schools, of whom 18 were from Akyab none from Prome, Toungoo or Tavoy The rest were all Lay or Government Cess Schools, except one from the S P G School, Henzada

The remarks of the Examiner in Pali, contained in the next statement, apply with equal force as regards the examination for Primary Vernacular scholarships :—

Results of the Examination for Annual District Prizes, 1876.

District.	Number of Competitors.		Number of Successful Candidates in each subject.												Schools from which the successful candidates have been presented.	General remarks by Examiners.
			Burmese			Pali.			Arithmetic			Three subjects combined.	Single prize.			
	Boys.	Girls.	Prize			Prize.			Prize.							
			1	2	3	1	2	3	1	2	3					
Akyab { Boys	24	...	1	1	1	1	1	1	1	1	1		1		Four from Moung-bway's Lay School Four from Khoungdoung Monastic School. One from Mawlap Lay School. One from Sindaunshe Monastic School.	Burmese : written in lead-pencil; Grammar not attempted. Pali : the translation of the Pali words into Burmese is simply a repetition of what the pupils have learned in the Burmese books, where the general meaning is to be had without any pretension to accuracy.
Akyab { Girls	...	...	...	...	...	..	..	..	..	..	..		..			
San-doway { Boys	5	...	1	...	...	1	..	..	1	..	..		1		The same pupil (from the Sandoway Lay School) took all the prizes.	Burmese : exercises written in ink ; spelling and writing remarkably poor; commendable pains taken to put up the papers properly; but candidates appear to have had very bad pens. Paper marked by some one who understood the business better than others who tried to do the same in other districts.
San-doway { Girls	...	...	...	...	...	..	..	..	..	..	..		...			
Ran-goon { Boys	78	...	1	1	1	1	1	1	1	1	1		...		One from Thanatpeng indigenous School. Three from Oo Za Wana's Monastic School. One from Oo Mala's Monastic School, Syriam. Two from Oo Wee Ya's Monastic School, Pegu. One from Oo Areeya's Monastic School. One from Moung Ohn Ghine's Lay School. One from Oo Wee Za Ya's Monastic School. One from Op Thee Ree's Monastic School.	Burmese, nine and a half lines of dictation do not appear to have been given out at the Examination, as they are uniformly wanting in the paper sent in. Grammar hardly attempted.
Ran-goon { Girls	...	...	...	...	...	..	..	..	..	..	..		...			
Bas-sein { Boys	5	...	1	...	...	1	...	...	..	...	...		...			Burmese: the worst papers are from this district. Pali particularly the papers sent from Bassein were written in a most careless manner.
Bas-sein { Girls	...	...	...	...	...	...	...	...	...	...	...		...			

Results of the Examination for Annual District Prizes, 1876.—(concluded.)

District	Number of Competitors		Number of Successful Candidates in each subject										Schools from which the successful candidates have been presented.	General remarks by Examiners
			Burmese			*Pali*			*Arithmetic.*			*Three subjects combined*		
	Boys	Girls	Prize			Prize			Prize			Single prize		
			1	2	3	1	2	3	1	2	3			
Prome . { Boys / Girls	8	4	1	1	1				1	1	1	1	One from Moung Koo s Lay School, Poungday, took three prizes One from Oo Aja's Monastic School One from Oo Tsan Min s Lay School. One from Oo A Tanka s Monastic School One from Moung Htoon Ong's Lay School Shwe doung	Burmese exercises in lead pencil marked before coming to Examiner Pali at Poungday there is, it seems, a real zeal for studying Pali
Henzada { Boys / Girls	26	1	1	1	1	1			1	1	1	1	Five from the S. P G School Henzada One from the Government Cess School, Henzada Two from Moung Tsan Thoo's Lay School	Burmese out of a possible 12 for Grammar candidates respectively gain 7 5, 6, 6, 9, forming a marked exception and proving the questions asked ought to have been intelligible elsewhere Pali none of the candidates have made the least attempt at the declension of nouns
Toungoo { Boys / Girls	21	..	1	1	1			..	1				One from Moung Shwe Aye s Lay School. One from Tau Koo tya Gaing Douk's Monastic School One from Gaing Oke's Monastic School One from Moung Youk's aided Lay School.	Burmese writing generally very fair, 4 only attempts Grammar, and gives 1st question correctly Pali No candidate attempted the subject.
Thayetmyo { Boys / Girls	11	1	1	1	1	..			1			1	One pupil from Oo Pinya s Monastic School Allanmyo took three prizes Two from Oo Gyee's Lay School, Yuahtoung	Burmese papers written in lead pencil, much marked up before sending in Pali papers written in a most careless manner
Shwe-gyeen { Boys / Girls	36		1	1	1				1	1	1	.	All from Oo Byah's School, Shwe gyeen, one took two prizes.	Burmese nothing to identify the district except the Secretary's signature, who is I think master of the Government School, Tavoy Papers exceeding slovenly, and crossed with marks and writing
Total	214	7	9	7	7	5	2	2	8	5	5	5		

148. The results of these Examinations may be thus summed up:—

General results.

In the Pegu Division the Government Cess School at Henzada, and the Aided Indigenous schools of Moung Koo and Mah May at Poungday, with the monasteries of Oo Zawana and Oo Weera, the former situate east of the Shwe Dagon Pagoda, and the latter at Hpagoo, in the Syriam township, Rangoon, supply, as they have never failed to do, some of the best trained candidates. The boys of the S.P.G. School at Henzada were ineligible to compete at all. The Bassein district continues the Bœotia, at any rate, of the division in respect of indigenous primary education. In the Tenasserim division the indigenous lay School pupils of Toungoo, notably those of Ko Youk and Ko Ay, the former aided by a Government Assistant Teacher, surpass the Pegu candidates in Burmese scholarship; they do not compete at all in Pali. In the Shwegyeen district, 16 candidates from the Zabaydat monastery at Kyeikto (the best in this division) unsuccessfully contested the District Prizes with as many from the Lay School of Oo Bya, in the town of Shwe-gyeen, whilst in the scholarship examination, six junior candidates from the same monastery are beaten by two little girls from the lay school of Ko Toke, also in the town of Shwe-gyeen, aided by a Government Assistant teacher; the spirit of the hpongyee and his pupils is nevertheless deserving of high praise. There are no results from Mergui, and still more disappointing, none from Moulmein. In the Arakan Division, to the discredit of the Deputy Inspector, no examinations have been held at Kyouk-hpyoo; at Sandoway, the three highest of the District Prizes, as well as that for proficiency in the three subjects combined, were awarded to a girl aged 10 years, *facile princeps* among the six children who competed from that district. A fourth of the usual amount would, it appears, serve for prize distribution in each of these two districts. In the Akyab district, candidates from the Aided Lay School at Myoungbway and the Koungloung Aided Monastery in Akyab have distinguished themselves in the district prizes examination, whilst the candidates for primary vernacular scholarships, chiefly from the town, were more numerous than proficient. It is fair to add that the somewhat short notice which was issued regarding the dates of these examinations was more prejudicial to these remote districts than to any others.

The District Committees of Bassein, Prome, Akyab, and Toungoo have especially concerned themselves in the conduct, and reported interesting details, of these examinations. The remarks of the examiners suffice to place beyond further question the expediency of vesting the Central Board of Examiners with the sole discrimination and award of merit.

149. Examinations were held in November and December at Rangoon, Bassein, Prome, and Akyab, only by the respective officers of the Public Works Department whose services were available on the spot, and are now acknowleged with thanks by this Department. Forty-two candidates were examined, of whom nine only qualified. The difficulty of applying a uniform field test in each district, I

Land-measuring Certificate Examination.

apprehend, largely contributed to impede the transfer of this examination also to the control of the Central Board of Examiners. Whilst, therefore, the prescribed standard of qualification (the Revenue lower standard) remained unchanged, sets of questions, differing, no doubt, in scope and degree of severity, were framed for each district. The Revenue Settlement Officer, Mr. F. L. Seaton, lately appointed a member of the Board, will no doubt be able to devise a common test (sorely needed) for all candidates throughout the Province. Meanwhile, the entrance fee has remained the same, *viz.*, Rs. 5, and the results of the examinations in the several districts above mentioned, which have already been submitted to the Chief Commissioner, will best be gathered from the Examiners' own remarks.

Rangoon.

150. The report of Mr. W. Algie, Assistant Engineer, Public Works Department, is not very satisfactory, but affords hope for the future :—

"I am at a loss to know on what grounds the men present themselves for examination, as, with three exceptions, they were totally ignorant of the first principles of land-measuring. On Monday, the 11th of December, thirteen candidates presented themselves for examination at the Government High School, Rangoon of these, five were absent on the second day, and two were dismissed, having altogether failed to read a bearing with the prismatic compass. Of the remaining six who went through the whole examination, three only made an intelligible attempt to plot the simplest survey that could be given to them, and, as will be seen from their productions, they are much below the standard required. The candidates all calculated the areas of some simple figures well, and, with a little training in the field, especially in surveying with the chain and cross-staff only, they could easily attain a much higher standard than that shewn by the best of them at the late examination.

Results of the Examination for Land-measuring Certificates, Rangoon, 1876.

Name of candidate.	Age.	Where educated.	MARKS OBTAINED.						Remarks
			Field-work.	Plotting survey from their own field-book	Plotting survey from a correct field-book.	Calculating areas.	Paper	Total percentage.	
Moung Hpyoo ...	25	St. John's College for 6 years with Thoogyee for 6 years.	60	20	10	50	30	34	These candidates shewed a fair knowledge in the field, but failed to make a map with any degree of accuracy or neatness.
Moung Shwe Nee ...	20	St. John's College, 3 years, Catholic School, Bassein.	60	20	20	50	33	36	
Moung Shwe Yoo ...	20	St. John's College, 6 months Kyoung.		...		...		..	Failed to read a bearing with the prismatic compass.
Moung Hpo Nee ...	19	Ditto	...	...	...	...	.	...	Absent after first morning.
Moung Tha Aye ...	21	Ditto	...	...	.	...	...		Altogether failed in plotting his survey.
Moung Hpo Oung ...	21	Ditto	...	...	...	...	..	...	Absent after first morning.
Moung Hpo Thain ...	20	Ditto	...	...	...	..	.	.	Ditto. Ditto.
Moung Hpay ...	21	St. John's 4 months; High School 3 months	...	...	..	..	...	...	Ditto. Ditto.
Moung Nay Doon ...	26	St. John's, 3 months, with Thoogyee for 3 years.	...	.	..	...	.	...	Ditto. Ditto.
Moung Saw-bwah Min Tha .	25	St. John's, 2 months.	...	..	...	...		..	Failed to read a bearing with the prismatic compass.
Moung Myat Tha Oung	23	Government High School, Government Cess School on Ngathaingyoung one year.	...	...	...	..	...	..	Ignorant of the rudiments of surveying with the chain and plotting from a field-book.
Mr C Phillips .	21	Government High School and Roman Catholic School.	...	..	..	.	.		
Moung Hpoo ...	18	Government High School and Government Cess School, Ngathaingyoung for 2 years.	10	10	30	50	35	27	This is the smartest and neatest worker of the candidates, but he signally failed in surveying with the chain.

I consider all the candidates considerably below the standard sought, for which, with a little training, in addition to their present knowledge, they might easily attain.

151. The cause assigned for the paucity of candidates in the district is the non-award, by some oversight, of certificates to the successful candidates of the previous year. The District Committee rightly deprecate the occurrence of the least loss of time between the examination and the award. The results of the examination which was held on the 10th October are tabulated by Mr. Simon, Overseer, Civil Department, thus :—

Akyab.

Results of the Examination for Land-measuring Certificates—Akyab, 1876.

Name of Candidate	Age.	Where Educated.	Marks allotted						Remarks
			Details of surveying	Redrawing a map to a given scale	Plotting from a field-book	Surveying with chain and prismatic compass	Total		
		Maximum	100	100	100	100	400		
Moung Htway	21	Tsein-thein Hpon Gyee's school, and also under the Revenue Surveyor	70	80	60	90	300		Can answer fairly in the details of surveying, ordinary in reducing a map to a given scale, ordinary in plotting from a field-book very fair in surveying with the chain and prismatic compass Deserving of a certificate
Hkoon Oung Gyaw	18	Tsein-thein Hpon-Gyee's school, and Myaphawoo, native surveyor	45	60	30	50	185		Very ordinary in all subjects does not deserve a certificate.

152. Eleven candidates underwent examination. Mr. W. N. Gilbert, Assistant Engineer, reports as follows :—

Prome.

"The examination consisted of one written paper herewith enclosed, and a small survey of a portion of Prome, for which purpose the candidates were divided into two parties of five each, having to plot their respective work independently in a fixed space of time. Moung Oung Doke has passed a successful examination, and stands first on the list. Not far behind him is Moung Tha Doung, who has also done very well. Half-marks being the minimum required for passing, six men have passed, four have failed, and five have been unable to answer anything whatever.

153. Twelve candidates competed, of whom two qualified from St. Peter's Roman Catholic Institute, much to the credit of its manager. Mr. R. H. Robinson, Secretary and Engineer to the Bassein Municipality, reports :—

Bassein.

"I have the honour to submit herewith the answer papers, together with a list of the candidates for land-surveying certificates, the results of the examination conducted by me on the 7th, 8th, and 9th instant. Opposite each candidate's name I have placed a number of marks indicating the respective merits of the answers to the problems with a maximum. In two instances only has, I consider, the standard fixed by Government been reached in this examination, *viz.*, No. 5 and No. 1. None of the candidates were supplied with proper plotting scales, and to which circumstance may be attributed incorrect answers to some of the problems. The practical landsurvey has on the whole been a creditable part of the examination to the candidates. Accuracy and a fullness of details was a chief want of the non-successful candidates in the lower scales of examinations prescribed, which might be improved by the habitual use of proper scales referred to."

In the following extract the District Committee assign a valid reason for the paucity of candidates from indigenous schools, *viz.*, the present dearth of books and instruments. The latter are being supplied from Calcutta, but only elementary treatises on land-measuring at present exist in the vernacular.

"In the opinion of the Committee, it is almost impossible for lay schools to compete for these examinations unless proper books and instruments necessary to efficient instruction on the subject be within their power to purchase. For this end the Committee again this year points out the necessity of proper books and instruments on the subject being brought out by the Curator of the Government Book Depôt, so that the various agencies may be supplied with stock sufficient to meet the wants of various districts, there is no reason to doubt that such instruments will sell, as the Head Master of the Bassein Government School informs this Committee that during the year there have been various willing purchasers from the town and districts enquiring for such instruments as good scales, chains, compasses, protractors, parallel rulers, plotting-paper, pentagraphs, survey-compasses, boxes of instruments, colour-boxes, &c. The entrance fee realized this year was Rs. 60; this amount fell short of the sum realized last year by Rs. 15: it sufficed, however, to cover all actual expenses, which were Rs. 55, *viz.*, Rs. 50 for the Examiner, and Rs. 5 for advertising and stationery, thus leaving a balance to credit of Rs. 5.

Section XIII.

Government Book Depôt.

154. Sales and distribution of educational works and school apparatus are effected by a Central Depot at Rangoon, under a Curator and agencies under his control in the several districts. The agents are ap-

pointed by the Director, and have hitherto been the Head Masters of Government schools at head-quarters, and the Deputy Inspectors *in itinere*. Purchases are made under the authority of the Director, and the cost is afterwards drawn in the monthly bill, from the Treasury, against the yearly budget assignment for the purpose. All articles are retailed at 25 per cent. above their cost price, to provide for a commission of 20 per cent. to the Curator and agents, and 5 per cent. for packing and transit charges. If, however, the Government authorized budget provision to meet such charges, as in the Punjaub, these articles could be retailed at cost price without any enhancement. The present Curator, Mr. Goss, reports that—

"The Depôt appears to have continued to make good progress since the last report, the value of sales having increased during the past year by over Rs. 3,000, while the payments into the Treasury rose from Rs. 6,588-5-11 in 1875-76 to upwards of Rs. 9,000 in 1876-77. * * * It will be observed that the increase at the Depôt and at some of the agencies (notably, in Rangoon, Prome, Thayet, Akyab districts, the towns of Bassein, Prome, Mergui, Pegu, Shwe-doung, and Poungday) has been very considerable, and that the new agencies at Toungoo and Sandoway have done very fairly during the year. At nine agencies, *viz.*, Amherst, Tavoy, Mergui, Toungoo, Shwe-gyeen, and Henzada districts, and the towns of Akyab, Pantanaw, Allanmyo, Cheoungzone, and Moungdoo, there has been a falling-off of sales, in some instances considerable, for which I am unable to account. The above facts shew that the operations of the Depôt are extending in some directions, and I feel confident that were the Depôt in a position to meet the requirements of all educational establishments inclined to draw their supplies from it, its operations could very considerably and profitably be extended. It is my intention to lay before you at an early date some suggestions as to the manner in which I think this may best be done."

Establishment and control.

155. From the outset to the 31st March last, the Central Depôt has been under the sole charge of a single Burman writer, unassisted. A number of agents, and notably the European Head Masters of certain middle class schools, from whom a different example might have been expected, have presumed on this fact to neglect the submission of their monthly and annual accounts, arrears of which still remain, the result being that great delay has occurred in the transfer of the Depôt to Mr. Goss, and he has found it impossible to prepare the statement shewing the stock on hand at the Agencies, as well as at the Depôt. The Curator says :—

"Notwithstanding that the Book Depôt rules are very precise in their directions regarding the half-yearly statement, the majority of the agents seem to have met with great difficulty in its preparation, and I regret to say that many of their returns are in appearance anything but creditable."

It will nevertheless be necessary to provide at an early date for an addition to the office establishment in the shape of an assistant competent to relieve the Curator (who is also the Editor of the *Education Gazette*) of the purely clerical work of the office. Mr. Goss says, with truth :

"Hitherto the work of the Depôt has taken up much more of my time than was anticipated, owing to the accounts being in arrears, and though in future it will not be so heavy, it will, I think, require more time than my duty to the *Education Gazette* will permit me to give. The removal of the *Gazette* Office to the High School building, as contemplated, will in some degree facilitate matters, and pro-

bably my assistant at the *Gazette*, Mr. Ripley, would be glad to devote his spare time to the Depôt, and act as Assistant Curator, if Government would permit that post (which is already sanctioned at Rs. 10 per mensem) to be filled up at some enhanced rate."

Operations of the year.

156. The value of stock in the Central Depôt alone on the 31st March last was Rs. 15,118-5-8.

The following abstract shews the sale proceeds realized during the year, the deductions on account of commission, and the payments into the Treasury by the Depôt and the District Agencies :—

Depôts.	Sale proceeds realized during the year.	Amount deducted as commission.	Net amount paid into the Treasury.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
Central Depôt ..	1,429 6 6	..	1,429 6 6
District Depôts	9,478 15 3	1,882 11 9	7,596 3 6
Total ..	10,908 5 9	1,882 11 9	9,025 10 0

157. The statement which follows exhibits the different agencies, and compares the sales and payments effected by each, during the year. The agency at Kyangheen has, along with the Government Cess School, been transferred to Yaygheen. The Head Masters of the recently established Government schools at Toungoo and Sandoway have also been constituted agents.

Statement of sales effected and the proceeds paid into the Government Treasury, during the year 1876-77.

Agents.	Localities.	Proceeds of sales.	Amount deducted as commission.	Net amount paid into Treasury.
		Rs. A. P.	Rs. A. P.	Rs. A. P.
Curator	Rangoon	1,429 6 6	.....	1,429 6 6
Deputy Inspector of Schools	Ditto district	1,055 6 0	331 0 9	1,324 5 3
Ditto ditto ...	Bassein	686 11 6	137 1 7	548 9 11
Ditto ditto ...	Amherst	146 5 0	29 4 0	117 1 0
Ditto ditto ...	Tavoy and Mergui ...	155 0 0	30 15 8	124 0 4
Ditto ditto ...	Toungoo and Shwe-gyeen ...	280 6 0	56 1 1	224 4 11
Ditto ditto ...	Henzada	205 14 0	41 0 7	164 13 5
Ditto ditto ...	Prome and Thayet ...	348 5 9	68 3 0	280 2 9
Ditto ditto ...	Kyouk-hpyoo and Sandoway	135 13 3	26 9 3	109 4 0
Ditto ditto ...	Akyab	220 2 3	43 15 0	176 3 3
Head Master	Ditto	234 2 0	46 12 11	187 5 1
Ditto	Moulmein	407 12 6	81 8 10	326 3 8
Ditto	Bassein	524 0 3	104 12 0	419 4 3
Ditto	Prome	448 2 0	89 11 9	358 6 3
Ditto	Tavoy	213 3 1	42 9 6	170 9 7
Ditto	Mergui	513 11 3	102 4 0	411 7 3
Ditto	Shwe-gyeen	234 9 9	46 8 6	188 1 3
Ditto	Kyouk-hpyoo	143 8 0	26 8 9	116 15 3
Ditto	Toungoo	473 4 0	94 9 2	378 10 10
Ditto	Pegu	166 8 0	33 0 3	133 7 9
Ditto	Yandoon	341 4 9	60 15 9	280 5 0
Ditto	Pantanau	59 12 3	12 2 2	47 10 1
Ditto	Ngathine-gyoung	42 5 3	8 9 0	33 12 3
Ditto	Henzada	397 1 1	79 8 3	317 8 10
Ditto	Myanoung	164 11 0	32 8 9	132 2 3
Ditto	Shwe-doung	213 4 4	42 0 8	171 3 8
Ditto	Poungday	170 9 0	34 0 3	136 8 9
Ditto	Allanmyo	92 8 3	18 7 10	74 0 5
Ditto	Cheoungzone	113 10 6	22 11 7	90 14 11
Ditto	Thatone*	104 3 0	20 12 9	83 6 3
Ditto	Yaygheen*	207 7 8	41 6 8	166 0 10
Ditto	Moungdoo	66 6 6	12 0 8	48 5 10
Ditto	Myohoung	37 4 0	7 6 7	29 13 5
Ditto	Cheduba*	34 0 0	7 12 7	26 3 5
Ditto	Sandoway	248 11 3	49 11 8	198 15 7
	Total ...	10,908 5 9	1,882 11 9	9,025 10 0

* Returns incomplete.

158. The Curator comments as follows on the publications the sale of which has chiefly contributed towards the large amount realized :—

Pali Books.

"*Pali Text and Glossary.*—The demand exceeded the supply. Of the edition of 10,000 copies, 5,201 were on hand at the beginning of the year, and all were sold some months before its close. It is still in almost daily demand, and will, I believe, shortly be reprinted.

Thada-biu-ha.—A small Pali Grammar, has not been much in demand, only about 250 copies being disposed of, as against 670 in the previous year. The few other Pali books in stock have also not been much enquired after.

Burmese Books.

Among Burmese works, the *Ma-hau-tha-ta* published in September last, was sold to the extent of about 2,500 copies, and is still in demand. The second volume is often enquired after, and will shortly be issued.

Waythandya Zat—Is not so popular, only about 1,000 copies being disposed of, as against 767 in the latter half of 1875-76, the reason probably being that this work has been previously published.

Nami Zat—Has receded in popularity, the sales having fallen off from 1,107 copies in 1875-76 to about 900 in the year under report.

Stilson's Arithmetic Part I.,—(revised by the late Revd. J. R. Haswell). About 530 copies of this work have been sold since October, when it was published, and it is probable it will continue in steady, though perhaps slow demand.

Bennett's Arithmetic—Has sold to the extent of about 430 copies, against 527 the previous year. From its low price (3 annas and 9 pie), it is surprising that this work does not sell more rapidly. The following works have also sold to a fair extent:—

	1876-77.	1875-76.
Sandys' Arithmetic, No. 1 ...	... [illegible]	... [illegible]
Ditto ditto, 2 ...	... 250	... 318
Ditto Reader, 1 ...	... 200	... 250
Ditto ditto, 2 ...	... 130	... 134
Ditto Æsop's Fables ...	... 438	... 280
Burmese *Themboungyee* ...	... 450	... 194
Hough's Geography ...	... 170	...
Shwe Bwin's Grammar ...	... 133	... 21

Fell's Anglo-Burmese Spelling-book—Has fallen off in demand, only about 600 copies being sold, as against 1,666 in 1875-76.

Stapley's Graduated Translation Exercises—Published at the end of 1876, has sold pretty well, about 430 copies having been sold up to the end of the year under report.

English Books.

These have been in demand chiefly for school use, and a large number have been disposed of. I mention hereunder those which have been most largely sold:—

Nelson's Royal Primer,	...	...	...	800
Ditto Reader, No. 1	...	...	...	500
Ditto ditto 2	...	...	...	400
Ditto ditto 3	...	...	...	200
Ditto ditto 4	...	...	...	100
Collins' Shilling Dictionary	...	...	...	200

Grammar, Arithmetic, Algebra, and other works on general subjects have been enquired after to a lesser extent. Copy-books, blank exercise books, mathematical instruments, color-boxes, have been in demand; while school apparatus, such as maps, slates on stands, &c., have, as I understand, been asked for by the managers of private Educational Institutions who would be glad to get their supplies of these articles (and also books and stationery) from the Depôt, if they were there obtainable."

and his inference in favour of the prospects of the Depôt, and the field of extended usefulness which it might occupy but for the restrictions which narrow the markets in which it may obtain supplies, is a fair one.

"I trust, now that it is evident that a large demand exists in the province for books of various kinds and all sorts of school apparatus, the Government will give its sanction to your issuing such orders as will enable me to place the Depôt in a position to meet, as far as possible, the demands made upon it. I am confident that, were your department or the Depôt permitted to indent direct on the publishers in England for its supplies of books and stationery, &c., all articles could be sold at prices much below those at present ruling here. The permission to purchase from the Calcutta School-book Society is valuable in case of any book being urgently required; but, for obvious reasons, books purchased there must cost considerably more than they would were they obtained direct from England. Indenting through the India Office has, as mentioned in the last report, been found most inconvenient, owing to the long time it takes to obtain anything through that channel."

Not only have the supplies obtained through the India Office Store Department continued tardy, but the contents of the cases have on arrival greatly belied the bulk, and proved inadequate to meet the

demand of the several schools. The Depôt has therefore, not always with success, been forced to indent largely on the Calcutta School Book Society, recourse being had in emergencies to other local sources.

159. The following statement illustrates the extent of the local purchases made during the year. Amongst these will be found 20 copies of *Karens of the Golden Chersonese*, by Colonel A. R. McMahon, Deputy Commissioner of Prome, which have been purchased to fill a useful place in the provincial school libraries:—

Statement of Local Purchases by the Book Depôt during 1876-77.

Names of books.	From whom purchased	Number of copies.	Value at cost price. Rs.	A	P.
Royal Reader, No. 1	Calcutta School-book Society ..	96	18	0	0
Ditto, No. 2	Ditto ..	78	48	8	0
Ditto. No. 3	Ditto ..	106	53	0	0
Ditto, No. 4	Ditto ..	54	41	0	0
C S. B Society's Geography ..	Ditto ..	144	27	0	0
First Geography	Ditto ..	50	9	6	0
Chambers' Outlines of Geography ..	Ditto ..	30	1	14	0
Young Child's Grammar	Ditto ..	64	8	0	0
Mental Arithmetic	Ditto ..	6	1	2	0
DeCruz's Arithmetic	Ditto ..	37	13	14	0
Todhunter's Mensuration ..	Ditto ..	20	20	0	0
Swan's Copy-book, No. 1	Ditto ..	96	27	0	0
Ditto, No 2	Ditto ..	72	13	8	0
Ditto, No. 3	Ditto ..	72	13	8	0
Ditto, No. 4	Ditto ..	96	11	4	0
Ditto, No 5	Ditto ..	96	11	4	0
Ditto, No. 6	Ditto ..	72	6	12	0
Johnstone's Map of the World ..	Ditto ..	1	6	0	0
Ditto, Europe ..	Ditto ..	1	6	0	0
Ditto, Asia ..	Ditto ..	1	6	0	0
Ditto, India ..	Ditto ..	1	6	0	0
Ditto, England ..	Ditto ..	1	6	0	0
Stilson's Arithmetic	A. B. Mission Press ..	6,000	3,000	0	0
,, Land-measuring	Ditto ..	11,500	471	0	0
Thomboungyees	Ditto ..	268	107	0	0
Eastern Primer, No. 1	Ditto ..	190	36	1	11
Ditto, No 2	Ditto ..	108	21	11	5
Eastern Atlas	Ditto ..	73	109	8	0
Modern History	Ditto ..	10	20	0	0
Æsop's Fables	Ditto ..	40	20	0	0
Judson's Bur.—English Dictionary ..	Ditto ..	2	30	0	0
Judson's Eng —Burmese Dictionary ..	Ditto ..	1	10	0	0
Sandys' Reader, No. 1	Mr. W .S Sandys ..	32	16	0	0
Ditto Æsop's Fables	Ditto ..	10	5	0	0
Ditto Arithmetic, No. 1 ..	Ditto ..	76	19	0	0
Ditto Ditto, No. 2 ..	Ditto ..	83	41	8	0
Ditto Geography of Burma ..	Ditto ..	1	3	0	0
Mengalathot	*Burma Herald* Press ..	25	25	0	0
That pone	Ditto ..	10	10	0	0
Saddanwootoo	Ditto ..	5	10	0	0
Simeon's History of Burma ..	Mr J Simeon ..	1,000	500	0	0
Ditto Geography	Ditto ..	333	14	9	0
Karens of the Golden Chersonese ..	Colonel A R McMahon ..	20	210	0	0
Grammar of the Burmese Language ..	Ko Shwe Bwin ..	500	187	0	0
	Total ..	21,411	5,201	6	4

160. From the above premises it would appear that the desiderata of the institution, now in trustworthy hands, are threefold, (*i.*) Some Budget provision to meet packing, transit, and commission charges, in order that books, &c., may be sold at cost price. (*ii.*) The removal of the restrictions which limit the market whence it may obtain supplies, or, at any rate, permission similar to that enjoyed by the Central depot at Madras, to purchase in England, by Messrs. Smith, Elder, and Co., (now Henry S. King and Co.), who deliver books, free of insurance, freight, and other charges, at Madras at a discount of 17½ per cent. below the English prices. (*iii*). A slight increase of office establishment.

Books prepared and published.

161. During the year the following books were printed and issued by the Department from the Rangoon Central Jail Press :—

(1). *Stapley's Translation Exercises Part I.*, 6,000 copies, at a cost of Rs. 820-4-0.
(2). *Mahanthata Zat, Part I.*, 6,000 copies, at a cost of Rs. 2,488-15-3.

In addition to these, a new edition of *Stilson's Arithmetic*, in Burmese, Part I., revised by the late Mr. Haswell, was printed at the Mission Press, the cost of printing the 6,000 copies being Rs. 3,000. The charges incurred in revising and preparing the work for Press amounted to Rs. 429.

Books and maps under preparation.

162. Other works now in the press or under preparation are—

Dr. Judson's English-Burmese Dictionary.—An abridgement referred to in last year's report, is now in the press, and near completion.

Mahauthata Zat, Part II.—This work is well advanced, and will shortly be issued.

Pali Texts and Glossary.—The edition of 10,000 copies printed last year is completely exhausted, and sanction has been obtained for publishing a revised edition, which is now on hand.

Stapley's Translation Exercises, Part II.—The exercises were ready for translation into Burmese; but through the lamented death of the Revd. J. R. Haswell, to whom the work was to have been entrusted, this publication has had to remain in abeyance.

Fell's Anglo-Burmese Spelling and Reading Book.—Preliminaries are being entered into for a new edition of the work.

Geography of the Eastern Peninsula.—The manuscript received from Mr. Croley needed much curtailment, and has been returned to him for this purpose.

Atlas of the Eastern Peninsula.—The atlas reported as having been sent to England has not yet been issued. This seems well adapted as an accompaniment to Mr. Croley's *Geography of the Eastern Peninsula.*

Wall-map of Burma.—Mr. Ferrars has been engaged to prepare a school-map on the scale of sixteen miles to the inch, to include a tract extending from the Himalayas in the north to Malewoon in the south, and from the estuary of the Brahmaputra on the west to Bankok in the east. The map is now on hand.

Proposals for the publication of the following have been received, and are now under consideration :—

(1.) *Thoodammasari.*—The Manager of the Mission Press is willing to undertake the printing of an edition revised by competent authority, if the Department will take 2,000 copies, at four annas each.

(2.) *Childers' Pali Dictionary.*—Mr. Goss, the Editor of the *Education Gazette*, proposes to get out a complete translation of the work into Burmese, and estimates the cost of an edition of 2,000 copies at Rs. 5,000. The permission of the holders of the copyright of the work will have to be obtained in the first instance.

(3). *Todhunter's Mensuration.*—Mr. Aldridge, Head Master of the Middle Department, proposes to translate this work into Burmese with the requisite permission.

This last, as well as mathematical treatises of equal repute ; narratives, such as *Robinson Crusœ, Gulliver's Travels*, and the *Arabian Nights*, and tales of heroes of antiquity, are types of literature of which scholarly and spirited translations into Burmese should receive special encouragement from Government.

Section XIV.

Vernacular Literature Committee.

163. This Committee was first formed in 1873 in accordance with Government of India, Home Department resolution No. 143-150, dated the 29th March of that year. Their functions are to examine and make selection of Vernacular literature for the schools of the province, especially the text-books of instruction. The Committee have all along supervised the Vernacular publications of the Department, and during the past year have had under their notice the Vernacular works already referred to as having been published or still in preparation. Mr. W. S. Sandys, one of the Committee, has rendered valuable assistance, and is remunerated with a monthly grant of Rs. 100 for supervising proof-sheets and printing of the several publications, the services of a copyist on Rs. 30 being at his disposal.

Library of Pali and Burmese MSS. in the Phayre Museum.

164. The lists of the various Pali and Burmese manuscripts referred to in the last report have been carefully condensed by Mr. W. S. Sandys, and the selection which he had made for the library the Vernacular Literature Committee consider appropriate. Hitherto no room has been available for a library, but the recent extensive alterations and additions to the Phayre Museum will now enable the trustees to set apart sufficient space for this purpose. It remains, therefore, to engage a small establishment, consisting of a Librarian and one or two copyists. Mr. Sandys, who is greatly interested in the project, will no doubt be ready to render as much help as possible. It is proposed that the Resident at Mandalay should be requested to suggest to H. M. the King of Burma the gracefulness of presenting this library (as he has the chief

monastery of Ceylon) with a complete copy of the *Pitakat* (collection of Buddhist scriptures). At present the work can only be obtained through the Court of Mandalay.

Dr. Mason's Pali MSS. and books for Rangoon High School.

165. It may not be out of place to mention here the proposal made by Mrs. Mason to bequeath to the Pali Chair of the Rangoon High School the whole of the Pali manuscripts and books belonging to the late Dr. Mason. The Vernacular Literature Committee were of opinion that the books could not be accepted as a free gift, and recommended that Mrs. Mason should receive a grant of Rs. 300. The proposal is still before the Chief Commissioner. The books and manuscripts are chiefly the result of Dr. Mason's own literary labours, and are no doubt valuable.

Section XV.

Rangoon Literary Society.

166. The Secretary's report and statistics indicate that this institution, now established 20 years, is more capable than ever of fulfilling its object, *viz.*, to afford facilities for mental culture. The report is as follows :—

"The Rangoon Literary Society continues to gain ground steadily, and the number of subscribers is now 120,—a larger number than has been on the roll in any previous year. During the past year considerable improvements have been made in the Society's premises, the reading-room has been painted, fresh furniture has been bought, and it is now contemplated to light the reading-room and open it in the evenings for the benefit of any members who may wish to read there. The '*Revue des deux Mondes*' and one or two other first-class periodicals have been added to the ones formerly subscribed for, and new books have been imported several times during the year. A further sum of £40 is now put aside for fresh purchases of books, to be ordered as soon as the Committee can prepare a list of the most suitable works to order. No lectures have been delivered of late, and the Debating Society remains in abeyance; but as a library and reading-room the Society is making rapid progress, and the increase of interest shewn during the past year in its welfare has been very marked."

Section XVI.

Education Gazette.

167. The report of the Editor, Mr. Goss, which here follows almost *in extenso*, is not more sanguine than his last, and the excess of expenditure over receipts has certainly not diminished during the year. I am convinced that the Editor has spared no pains to economise its cost, ensure as far as practicable its receipt by present subscribers, and attract fresh supporters. Nevertheless, the list of these appears steadily to decrease. As Mr. Goss suggests, the Railway may partially effect the certain and punctual transmission of the paper to important towns and villages which it has hitherto reached only at intervals. He notices two classes of intelligence, of capital interest to the educated, in giving publicity to which the Gazette, as a Government organ, and possessed of no press of its own, cannot cope with private newspapers. These are Bhuddistic controversial and political

news. The journal contends, in fact, against almost every conceivable disadvantage; nevertheless, the period which is marked by increased facility of internal communication would not seem the proper juncture to select for its discontinuance:—

"I regret to have to report a still further decrease in the number of subscribers,—a decrease which is, I must say, not altogether surprising, when the great difficulties against which the paper has to contend are considered. As stated in my last report, the subscription list contained, on the 1st January 1876, 866 names, but on the 31st March following, 720 only; and the probable reasons for this decrease were then explained. Since that date, the number has continued to diminish, until, at the close of the year, the total was 552 only, inclusive of 67 new subscribers added during the year. A few subscribers withdrawing from 31st December, the year 1877 commenced with 533 names on the list; but I trust that a turn in the tide of the Gazette's prosperity will now set in, and that the number will increase during the present year. The causes of this falling-off appear to be much the same as in the previous year. 'Do not care for newspapers,' 'Cannot afford to subscribe,' 'Do not receive it regularly,' still continue to be given as reasons for discontinuing. The last is, I think, without doubt, the main reason why the people in the interior do not take the paper. Complaints have been very numerous of irregularity and delay in transmission. To give a few instances:—A subscriber in the Rangoon division called at the office, and begged to be allowed to complete his file of papers. He had brought it with him, and stated that it contained all he had received. I found that 28 numbers out of 53 (one year's issue) were missing. These he declared he had never got, and further complained that many of these which did arrive reached him one or two months late, though his village is only a few days' journey from Rangoon. Again, two Thoogyees, resident within Rangoon district, came to the office and removed their names from the list on account of the great irregularity in the transmission of the paper. One of these persons stated that the papers were often two and three months old by the time they arrived. Many other similar cases might be quoted. The system of delivery appears to be this:—The papers pass through the Office of the Deputy Commissioner to the Myookes of the townships in which the addressees reside, and are sent on by them per village official or private person as opportunity occurs. Thus the paper passes through several hands, and cannot but be delayed,—probably is frequently perused by several persons before final delivery. The Deputy Commissioner of Akyab writes thus:—'All the *Education Gazettes* received by the district post in this Office are sent to the Township Officers by the Police boats as opportunity occurs, but the Myookes have no means of delivery. All letters and papers are kept by the *Myookes'* Court Bailiffs till called for, unless some opportunity occurs for delivering them to the addressees. List of names of addressees is kept, as in other post offices, only of those letters and papers the registration of which is paid for.' "This well-known absence of certain communication deters many from even making the experiment of subscribing to the paper. A Hpongyee (residing in Rangoon, a regular subscriber) begged that the paper might be sent as a trial to one of his friends (a Hpongyee) in the Syriam division. He said that many Hpongyees would subscribe if they could be certain of getting the paper regularly. The experiment was made, but the result was not satisfactory. This same difficulty of communication tells against the paper in another way also. It prevents its being kept supplied with provincial news by the Deputy Inspectors of Schools when on their tours, and by other persons resident in the interior. The opening of the Railway to Prome, however, should in a measure remove this obstacle, as far as the districts through which the line passes is concerned, and there is every reason to expect that, as greater facilities of communication arise, the circulation of the paper will increase.

"The collection of subscriptions is still, I am compelled to say, a matter of great difficulty, and one that requires consideration. Of the amount mentioned as outstanding at the close of the year 1875-76, much has been collected. Some subscriptions for the months of October, November, and December 1875 have been unremitted to subscribers in the Akyab district on receipt of a representation from the Agent there to the effect that it was not fairly demandable, on the ground

that the regular distribution of the paper did not commence there until the beginning of the year 1875. The same plea applying to the Arakan division generally, the sums demanded for that period have been written off as irrecoverable. The amount of subscriptions due on account of that year was, on the 31st March 1877, Rs. 544-8-6, which the Agents have been urged to collect; and I feel confident that, with a little pushing on their part, the Rs. 428-6 noted as *good* may be realized. On account of 1876, the collections were to the 31st March Rs. 1,716-4-2, and the balance outstanding was Rs. 1,598-13. Of this sum, Rs. 671 8 is due from subscribers in the Moulmein district, and is being collected through the Deputy Commissioner's Office, and doubtless will be received shortly. The balance is due from various places, and the Agents have been directed to do their utmost to get it collected promptly. A sum of Rs. 97-9 was realized during the year 1876 by the sale of extra copies of books published with the Gazette, and the balance of 716 copies, valued at Rs. 1,552-8, has been carried on to the credit of the year 1877. Advertisements brought in, in cash, Rs. 115-10 during the year, and a sum of Rs. 314-8 is shewn to the credit of the paper for advertising for the Education and other departments of the Government. A further sumof Rs. 223-2 is credited for the gratuitous supply of the paper to the Government schools, public offices, and a few Hpongyees. It is, I think, a matter for consideration, whether the time has not now arrived to insist on advance payments. It may be assumed that those subscribers whose names at present stand on the list get the paper regularly; and I think they can fairly be expected to pay in advance. The enforcement of this rule would much lessen the work of the Agents (already perhaps fully occupied with other duties), and would certainly leave them more time to devote to keeping the paper supplied with news, contributions, &c., &c.

"The foregoing remarks lead me to the subject of the getting-up of the paper. I am sorry to say that I cannot yet see any greatly increased inclination on the part of the Burmese to write for it, and, as stated in my last report, I feel that the paper cannot be fully successful until they assist it with their literary contributions, or make use of it for the expression of their opinions. I can only hope that at no distant date the taste for writing will arise. I have, I may mention, been offered a series of contributions, but, as they appeared to have their origin in a religious controversy, which for some time has divided the people, and it was probable that, although their publication would be acceptable to *one* section of the Burmese community, it would be strongly disapproved of by the other, I deemed it better to refuse them, harmless though they were according to our ideas of free and independent discussion. I have endeavoured during the year to keep subscribers informed, not only of ordinary provincial occurrences, but of what was doing in the work of administration, and have freely made use of the Annual Reports of the various departments of the Government. I have reason to believe that the insertion of this kind of information is approved of by the readers of the Gazette. Full space has been given to educational matters, such as the inspection of schools, results of examination, &c., &c. As might be expected from their ignorance of foreign countries, the majority of subscribers seem to prefer information regarding their own land to foreign news. I am glad to be able to note an improvement in the contributions of the Deputy Inspectors of Schools. There are, however, but two—those of Kyouk-hpyoo and Toungoo districts—who contribute at all regularly. I regret again to have to complain that the printing of the paper at the Jail Press continues to render the publication of early intelligence an impossibility, and the speedy issue of an extra sheet, or special telegram, utterly out of question. As already stated the paper is finished as a rule on Thursday, though not issued till Saturday morning. This is another great difficulty which the Gazette has to contend against, and one that I see no means of remedying until the paper is sufficiently prosperous to have a press of its own. At the present time war is raging in Europe, and I believe that the Burmese, and especially those of the Mussulman creed, take some interest in its progress. The two other Vernacular papers published in Rangoon are now issuing special slips daily, giving the latest telegrams. The *Education Gazette* is unable to do this, and cannot but suffer in consequence.

"I am glad to be able to report that at last I have succeeded in engaging an assistant who is able to render efficient assistance both in the getting-up of the paper and in the management of the office. Mr. Ripley has now acted as Assistant Editor

and Manager for the past six months, and, though young, has proved most useful. I have found him assiduous in the discharge of his duties.

Attached is a statement shewing the receipts and disbursements of the paper for the year under notice :—

Receipts and Expenditure of the "Education Gazette" for the year 1876.

	Rs	A	P	Rs	A	P		Rs	A	Rs	A	P
Cash received at Office and Agencies in 1875 for 1876	16	3	0				Salary of Editor			3,600	0	0
Cash received in 1876 and January to March 1877 for 1876	998	14	6				Salary of establishment			2,796	0	0
Sale of books at Office in 1876	92	11	6				Printing and publishing charges			2 643	1	9
Advertisements 1876	115	10	0				Contingencies including rent of Office			908	8	6
Cash at Agencies in 1876 and January to March 1877 for 1876	777	7	8									
* Sale of books at Agencies in 1876	4	13	6	1,945	10	2						
* Advertising for Education Department	76	2	0									
* Advertising for Book Depot	233	6	0									
* Supply of paper to Government and Aided Schools and Hpongyees	187	2	0									
* Supply of paper to public offices	36	0	0	337	10	0						
Outstandings total	1,595	13	0									
Less, bad 55 13 0												
Less, doubtful 20 8 0	76	5	0	1 522	8	0						
				4,005	13	-						
Balance				5,941	14	1						
Total				9,947	10	3	Total			9,947	10	3
							Excess of expenditure over receipts			5,941	14	1

* Book credits

168. The Inspector's notice of the paper coincides :—

"Only two Deputy Inspectors have made any report on this subject. In both cases a falling-off in numbers of the old subscribers, and a dearth of fresh subscribers, is noticed. Irregular delivery of the paper in the districts is the chief cause of complaint. It was supposed that the paper, having command of contributions from every part of the province, would be able to supply news of value and interest, which would ensure its success. The masters of the Government schools, I learn, contribute regularly; but the class of news most likely to interest the Burmese does not come into their possession. On the other hand, the Deputy Inspectors being natives of the country, and travelling throughout the various districts, have singular opportunities for collecting items of news suited to the Burmese taste. They, however (the Deputy Inspectors), have been very remiss in contributing to the paper, and a circular was accordingly issued to them from this office (January 1877), reminding them of their duty in this respect: the task of writing finished articles was not imposed upon them,—a mere jotting of local news was solicited, but with little effect.

Section XVII.

Services of Officers.

169. During the six months of his officiating incumbency of the Inspectorship, in spite of every obstacle opposed by the south-west monsoon and lack of communication, Mr. Ferrars has succeeded in visiting the remotest corners of the province, including Moungdoo on the Chittagong frontier, which had never before been departmentally inspected, and his report indicates the penetration and vigilance with which he has discharged important functions.

Mr. Ferrars' estimate of the work of the several Deputy Inspectors is, I consider, fair and judicious :—

"The plan of rewarding and the order of merit of pupils instituted by the Deputy Inspectors in those districts where I re-examined the prize-winners were amply perspicuous, except in the case of Kyouk-hpyoo-Sandoway (Moung Shwe Aike). More judgment ought to have been shewn in deciding the relative merit of the several schools in the Shwe-gyeen and Toungoo districts (Moung Gouk); and in these districts, as well as in Amherst (Moung Bah Hpo) and Akyab (Moung Shwe Hmone), with no want of zeal, better management could have been displayed in the division of time over the various townships. The work of the Rangoon Deputy Inspector (Moung Bwah) is unexceptionable. The new Henzada Deputy Inspector (Moung Bwah) appears to have set to work energetically, and we are indebted to him for a useful practical suggestion, by which the control of prize-money payment is completed. Diligence has been exhibited by the Bassein (Moung Min Chee) and Tavoy-Mergui (Moung Shwe Boh) Deputy Inspectors; and much diligence, with equal ability, by the new Prome-Thayetmyo Deputy Inspector (Moung Hpo Moung)."

170. Of Mr. Gilbert, Principal of the High School, the Director, in expressing his entire satisfaction with the manner in which the High School has been conducted, and the results which it has achieved, has recorded the following high praise, which I unhesitatingly endorse :—

"The first credit for this is due to the Principal, Mr. Gilbert, in whose hands I feel every confidence in leaving the school. He has had the good fortune also to be generally well supported by his subordinates,—a support which is largely due to his own genuine enthusiasm for the work entrusted to him."

These subordinates are Mr. Aldridge, Head Master of the Middle Department, in particular, whose health has lately failed him in the honest and efficient discharge of over-arduous duties, Mr. Sleigh, Head

Master of the Lower Department, Mr. Campagnac and Mr. Brown, Masters, who, as the Principal records, have their heart in their work. Amongst other junior teachers in the High School, the Principal eulogises Messrs. Lonsdale and Hodgson in the Preparatory School, Mr. Minus in the Lower, and Moung Hpo Tsan in the Middle Departments, and the three Pali Teachers, Moung Shwé Thin, Moung Gyee, and Moung Way.

Mr. Gray, Head Master of the Akyab Government School, has given abundant proof of his capacity for the post, and has done much to raise the general standard of his pupils' proficiency. His own testimony to the diligence of Mr. Campagnac while working under him, and to the aid rendered by Mr. Simon and Mr. Jones, and amongst the native Masters, Nga Mai Gree and Moung Than in the Middle, and Shwe Hla in the Lower Departments, may be accepted as well deserved. Mr. Adams, Head Master of the Moulmein Government School, deserves credit for the assiduity with which he has discharged his duties, and his attention to the Vernacular. He has been ably seconded by Mr. J. Gray.

171. Amongst Head Masters of theMiddle Class Schools, Mr. Moore (Tavoy) and Mr. Savage (Sandoway) have commenced well in their respective incumbencies; and Mr. Simeon, of Bassein, deserves special credit, not only for the zeal and ability with which he has done his duty to his school, but for the willing and active assistance he has rendered at all the Annual District Examinations in his capacity of Secretary to the local District Committee, and for his standing amongst all the Head Masters of the Middle Class Schools the sole Agent for the Book Depôt who has at all adequately or intelligently performed the clerical duties of the post.

172. Mr. Goss, Editor of the *Education Gazette*, is noticeable for great diligence and a capacity for business, which will especially fit him for the Curatorship of the Book Depôt. His Sub-Editor, Mr. P. H. Ripley, has rendered useful and intelligent service.

173. The Director has recorded his full satisfaction with his own office establishment. His Head Clerk, Mr. H. A. Nelson, manages the office well, is a very efficient and intelligent officer, and is thoroughly acquainted with office work. Moung Bah Thaw's services have been useful; and Mr. C. D. Tresham has proved himself a good copyist, punctual and willing at his work.

RANGOON :
The 20th August 1877.

ARTHUR H. UNWIN,
Offg. Director of Public Instruction,
British Burma.

APPENDICES.

B.—EDUCATION—FORM 1.

THE UNIVERSITY.

Results of the Examinations of the University of Calcutta for the official year beginning 1st April 1876 and ending 31st March 1877.

NATURE OF EXAMINATION.	Number of institutions sending up candidates			Number of candidates sent up				Number of candidates passed				RELIGIOUS OR NATIONAL CLASSIFICATION OF PASSED CANDIDATES.					REMARKS
												Natives of India and Burma					
	Government institutions	Private institutions	Total	From Government institutions	From private institutions	Private students	Total	From Government institutions	From private institutions	Private students	Total	Christians	Hindoos	Mahomedans	Buddhists	Europeans and Eurasians	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Entrance Matriculation	1	1	2	3	1		4	2			2		1		1		
Arts																	
First Arts																	
Bachelor of Arts																	
Master of Arts																	
Law																	
Licentiate of Law																	
Bachelor of Law																	
Doctor of Law																	
Medicine																	
First L.M S.																	
L M S																	
First B M																	
B.M																	
M D																	
Total	1	1	2	3	1		4	2			2		1		1		

B.—Education—Form 2.

Statistics of Colleges and Schools and the Scholars attending them for the year ending 31st March 1877.

Class of Institution.	Government Institutions.								Aided Institutions.							
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Number of scholars on the 31st March learning through		Religious or national classification of scholars as on 31st March.			Number of institutions.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Number of scholars on the 31st March learning through		Religious or national classification of scholars as on 31st March.		
				English.	Vernacular only.	Burmese.	Karens.	Others.				English.	Vernacular only.	Burmese.	Karens.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Colleges—																
Arts	...	...	...	...	..	...	..	..	...	..	...	...	...	...	...	
Professional	...	...	...	...	...	..	.	..	...	...	...	...	..	...	...	
Schools—																
Higher class	..	3	932	773	760	172	637	7	288	3	546	371	546	.	243	3	300
Middle do.	...	8	669	539	656	13	439	4	226	8	1,180	1,017	1,080	100	379	281	520
Lower do.	...	15	541	477	316	225	452	8	81	.	..	..	..	.	..	...	.
Girls' Schools—																
Higher class	...	...	...	..	.	.	...	.	.	.	...	.	...	...	.	..	
Middle do.	...	...	..	..	...		.	..	..	20	1,226	994	542	684	685	5	536
Lower do.	...	1	95	64	...	95	58	...	37	..	...	..	..	..	...	..	
Normal Schools—																
For masters	...	..	...	..	...		...	...	..	6	681	588	162	519	2	664	15
„ mistresses	...	..	...				...	.	.	.	..	..	..	..		.	...
Total	...	27	2,237	1,853	1,732	505	1,586	19	632	37	3,633	2,970	2,330	1,303	1,309	953	1,371

B.—Education.

Form 2—(concluded).

Class of institution.	Unaided institutions under inspection.								Grand total of institutions.	Grand total of scholars on the 31st March.	Grand total.			Remarks.
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Number of scholars on the 31st March learning through		Religious or national classification of scholars as on 31st March.					Burmese.	Karens.	Others.	
				English.	Vernacular only.	Burmese.	Karens.	Others.						
1	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Colleges—														
Arts	..	...	...	...	...	..	..	...	...	...	.	...	.	
Professional	..	...	..	...	..	..	...	..	..	.	.	..	..	
Schools—														
Higher class	..	..	..	...	..		..	.	6	1,478	880	10	588	
Middle do.	..	...	.	..	.		...	..	16	1,849	818	285	746	
Lower do.	...	*1,246	*41,917	41,917	41,917	41,917	.	.	1,261	42,458	42,369	8	81	
Girls' Schools—														
Higher class	...	.	.	...	..	.	...	.	.					
Middle do.	..	...	..		...	...	...		20	1,226	685	5	536	
Lower do.	...	..	.	...	...	...	...		1	95	58		37	
Normal Schools—														
For masters	...	.	.	.	.	...	...	.	6	681	2	664	15	
„ mistresses	..		.	.	..	...	...	...	..	..				
Total ..	1,246	41,917	41,917	...	41,917	41,917	...	.	1,310	47,787	44,812	972	2,003	

* These figures refer only to primary indigenous schools.

B.—EDUCATION—

Receipts and Expenditure of Educational

NATURE OF ESTABLISHMENT.	RE. Grants from Provincial Revenue.	Grants from Local Cess Fund.	Endowments.
	Rs.	Rs.	Rs.
Direction	21,594	.....	.....
Inspection	14,210	22,639	.....
Higher Class Schools—			
Government	58,362	.....	.....
Aided (annual grants only)	11,900	.....	.....
Middle Class Schools—			
Government	43,545	.....	.....
Aided (annual grants only)	10,830	.....	170
Lower Class Schools—			
Government (establishments of cess schools)	.....	21,002	.....
Aided (establishments of indigenous schools)	.....	6,289	.....
Normal Schools—			
Government { Male	.....	.....	.....
Government { Female	.....	.....	.....
Aided { Male	7,559	.....	.....
Aided { Female	.....	.....	.....
Female Schools—			
Government	2,409	.....	.....
Aided (annual grants only)	12,904	.....	6,424
Scholarships—			
Entrance scholarships	1,599	.....	.....
Primary Vernacular scholarships	.....	1,072	.....
Prizes, &c., in Schools—			
Prizes in Government schools	1,147	538	.....
Rewards to pupils and teachers in indigenous schools	.....	21,091	.....
Special district money prizes	.....	840	.....
Grants for encouragement of Literature—			
Literary Society, Rangoon	300	.....	.....
Vernacular Newspaper (*Education Gazette*)	9,573	.....	.....
Government Book Depôt—			
Purchase and publication of books, maps, &c.	16,069	.....	—
Establishment	1,477	.....	.....
Contingencies	864	.....	.....
Miscellaneous—			
Medical classes	2,599	.....	.....
Construction and repairs of Government school-houses.	1,492	7,560	.....
Building grants to aided schools	5,200	1,621	.....
Board of Examiners	1,500	.....	.....
Examination in land-measuring	.....	252	.....
Boarding departments (special charges)	.....	1,358	.....
Rangoon High School Library (special charge).	.....	18	.....
Collection and management of Education Cess.	.....	4,250	.....
Total	2,26,033	88,530	6,594

FORM 3.

Establishments in British Burma for the year 1876-77.

CEIVED.						EXPENDED.
Subscriptions.	Sale of books.	From revenues of Natives States.	Fees and fines.	Funds not included in the foregoing headings.	Total received.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
					21,594	21,594
					36,849	36,849
3,201	953		16,008		74,370	58,362
			6,047	14,643	38,744	40,652
10,400	680		6,166		49,711	43,545
			12,427	3,044	37,551	37,526
			3,116		24,118	21,002
					6,289	6,289
16,072	22		3	3,357	27,013	27,851
12,855	824		552		2,961	2,409
			14,199	6,952	59,658	57,471
					1,599	1,599
					1,072	1,072
					1,685	1,685
					21,091	21,091
					840	840
					300	300
2,813					12,392	9,573
	9,026				25,995	16,969
					1,477	1,477
					864	864
					2,599	2,599
					9,052	9,052
					6,821	6,821
					1,500	1,500
					252	252
					1,358	1,358
					18	18
					4,250	4,250
45,347	11,005		60,518	27,996	4,66,023	4,34,870

B.—Education.—Form 4.

Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government, in the several Districts of British Burma during the year 1876-77.

Division and district	Vernacular spoken	Area in square miles	Estimated population.	Number of schools.	Number of scholars on the rolls on the 31st March 1877	Average number of square miles to each pupil	Percentage of scholars to general population	Remarks.
1	2	3	4	5	6	7	8	9
Arakan . Akyab .	Burmese	5,337	283,160	161	3,652	1 46	1·28	
Northern Arakan	Karen	1 213	12,442					
Kyouk hpyoo .	Burmese	4,309	148,240	37	1,202	3·58	0 81	
Sandoway ..	Ditto	3,667	53,790	14	532	6 89	0·99	
Pegu . Rangoon . ..	Ditto	5 691	356,861	275	11,178	0·99	2·05	Town and district included.
Thonkwa .	Ditto	5,440	186,810					
Bassein . .	Ditto	6,517	301,914	193	2,804	2 32	0·92	
Henzada . .	Ditto	4,047	490 234	199	5 796	0·69	1 17	
Prome ..	Ditto	2,887	267 860	118	4,171	0·69	1 55	
Thayetmyo . .	Ditto	2,397	146,518	49	1,544	1 55	1 05	
Tenasserim . Amherst . ..	Burmese & Talaing	15 203	275,432	136	11,345	1 34	4 11	
Tavoy	Burmese	7,200	76 886	8	457	15 75	0·59	
Mergui .	Ditto	7,760	50,855	14	453	17 13	0·89	
Shwe-gyeen	Ditto	5,565	136,176	56	2 071	2 68	1 51	
Toungoo	Karen & Burmese	6,354	84,323	50	2,582	2·46	3·06	
Salween .		4,646	26,835					
Total .		88,233	2,898,336	1,310	47,787	1 84	1 64	

Statistics of Government Schools of the Higher Class for the year ending 31st March 1877.

Name of Institution.	Locality	When established	Number of pupils on the rolls at the end of the year 1876-77.				Average daily attendance.	Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1877 learning through		Monthly rate of schooling fee	Receipts.			
			Burmese	Karens	Others	Total.			English.	Vernacular.		From Government	Proceeds of endowments	Local rate of assessment	Subscriptions and donations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
												Rs A P			
Rangoon High School — Higher Department	Rangoon.	1876	6		7	13	7	8	13	..	Rs 6 & 3	2,418 11 2	...		.
Rangoon High School — Middle ditto	Ditto	1874	60	.	35	95	80	95	95		Rs. 5 & 2	9,239 10 0	..		..
Rangoon High School — Lower ditto	Ditto	1874	84	6	69	159	111	132	159	.	Rs 3 & 1	7,001 13 4	.		.
Rangoon High School — Preparatory School	Ditto	1874	93	1	115	209	176	210	209		Rs 3 & 1	6,794 6 4			.
Akyab High School	Akyab ...	1846	237		27	264	227	247	199	65	Rs 2 & 1	7,329 6 4	.		.
Moulmein ditto ditto	Moulmein	1835	157		35	192	172	193	85	107	Rs 3,2 & 1	11,014 4 9	..		.
Total			637	7	288	932	773	885	760	172		43,798 3 11		.	.

Statistics of Government Schools of the Higher Class—(concluded).

Name of Institution	Locality	When established	Receipts—(concluded).				Charges			Excess of receipts over charges	Excess of charges over receipts	Annual cost of educating each pupil.		Remarks
			Fees and fines	Sale of books	Other sources.	Total.	Current	Extraordinary	Total			Total cost	Cost to Government	
1	2	3	17	18	19	20	21	22	23	24	25	26	27	28
			Rs A P		Rs A. P	Rs A. P.	Rs A P	Rs A. P	Rs A. P			Rs. A. P	Rs. A. P	
Rangoon High School — High Department	Rangoon	1876	438 0 0		7 0 6	2,863 11 8	2,811 7 8	52 4 0	2,863 11 8			409 1 8	345 8 5	Taking all the departments together, as in the case of the schools at Akyab and Moulmein, the total cost of educating each pupil is Rs 38-13-5, and the cost to Government Rs 68 0-11.
Rangoon High School — Middle ditto	Ditto	1874	2,691 0 0		35 2 6	11,965 12 6	11,913 8 6	52 4 0	11,965 12 6			149 6 11	115 7 11	
Rangoon High School — Lower ditto	Ditto	1874	1,780 0 0		42 3 0	8,824 0 4	8,758 11 4	65 5 0	8,824 0 4			79 7 8	63 1 3	
Rangoon High School — Preparatory School ..	Ditto	1874	2,729 0 0		49 5 0	9,572 11 4	9,490 3 7	82 7 9	9,572 11 4			54 6 3	38 9 8	
Akyab High School .	Akyab	1846	4,911 7 0		16 0 0	12,256 13 4	12,159 9 4	97 4 0	12,256 13 4			53 15 11	32 11 2	
Moulmein ditto ditto	Moulmein	1835	3,459 0 0			14,473 4 9	13,887 11 3	585 9 6	14,473 4 9			84 11 8	64 0 7	
Total		..	16,008 7 0		149 11 0	59,956 5 11	59,021 3 8	935 2 3	59,956 5 11	..		77 9 0	56 10 6	

Statistics of Aided Schools of the Higher Class for the year ending 31st March 1877.

Name of institution	Locality	When established.	Number of pupils on the rolls at end of the year 1876-77.				Average daily attendance	Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1877 learning through		Monthly rate of schooling fee	Receipts.						
			Burmese	Karens	Others	Total			English	Vernacular		From Government	Proceeds of endowment	Local rate of assessment	Subscriptions and donations	Fees and Fines	Sale of books	Other sources.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
												Rs			Rs A P	Rs A P	Rs A P	Rs A P
St John's College S P G	Rangoon	1864	243	3	162	408	249	308	408		Rs 2,1,8 & 1	3 000			1 964 9 3	2,111 14 0	853 0 0	14,643 5 6
Diocesan Boys' School	Do	1864			33	33	31	36	33		2 3, & 5	4,400			698 0 0	1,271 12 0	100 3 0	
Town School	Moulmein	1864			105	105	91	110	105		5 3 & 2	4,500			538 0 0	4,663 0 0	..	.
Total			243	3	300	546	371	454	546			11,900		-	3,200 9 3	8,046 10 0	953 3 0	14,643 5 6

Statistics of Aided Schools of the Higher Class for the year ending 31st March 1877—(concluded).

Name of Institution.	Locality.	When established.	Total.	Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks
				Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1	2	3	20	21	22	23	24	25	26	27	28
			Rs. A. P	Rs A. P	Rs A. P.	Rs A. P.	Rs A P.	Rs. A P.	Rs. A. P.	Rs A P	
St. John's College, S.P G	Rangoon.	1864	22,572 12 9	20,581 1 6	3,049 10 8	23,630 12 2	...	1,057 15 5	94 14 5	12 0 9	
Diocesan Boys' School.	Do.	1664	6,469 15 0	5841 1 7		85,41 1 7	628 13 5	...	188 6 9	140 14 11	
Town School	Moulmein.	1864	9,701 0 0	9,937 0 0	1,243 0 6	11,180 0 6	..	1,479 0 6	122 13 8	49 7 2	
Total ...	.	..	38,743 11 9	36,359 3 1	4,292 11 2	40,651 14 3	..	1,908 2 6	109 9 2	32 1 2	

Statistics of Government District Schools of the Middle Class for the year ending 31st March 1877.

NAME OF INSTITUTION.	Locality.	When established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR 1876-77.				Average daily attendance.	Average number of pupils on the rolls monthly.	NUMBER OF SCHOLARS ON THE 31st MARCH 1877 LEARNING		Monthly rate of schooling fee.	RECEIPTS DURING THE YEAR.		
			Burmese.	Karens.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowments.	Local rate of assessment.
1	2	3	4	5	6	7	8	9	10	11	12	13.	14	15
Government District School ..	Bassein	1874	78	2	44	124	119	135	124	..	Rs. 1	Rs. A. P. 4,937 0 0	...	...
Ditto ..	Prome .	1866	110	.	17	127	108	122	127	...	Rs. 1, & 8 As.	4,459 7 7	..	...
Ditto ...	Kyouk-hpyoo	1837	41	...	17	58	42	53	58	...	Re. 1	3,901 8 2	...	...
Ditto ...	Sandoway ..	1876	22	...	22	44	45	53	44	..	Rs. 1	6,232 12 11	..	...
Ditto ...	Shwe-gyeen.	1871	43	...	27	70	47	58	70	...	Rs. 1, & 8 As.	4,721 5 7	...	...
Ditto ...	Toungoo ..	1875	64	2	45	111	59	79	111	...	Rs. 1, & 8 As.	5,310 4 8	..	...
Ditto ...	Tavoy ..	1875	39	.	30	69	61	72	69	...	Rs. 1, & 8 As.	4,079 7 10	.	...
Ditto ...	Mergui .	1871	42	..	24	66	58	68	53	13	Rs. 1, & 8 As.	4,885 9 5	..	
Total ...	...	...	439	4	226	669	539	640	656	13	..	38,527 8 2		...

Statistics of Government District Schools of the Middle Class, &c.—(concluded).

NAME OF INSTITUTION.	Locality.	When established.	RECEIPTS, &c.—(*concluded*).					CHARGES INCURRED DURING THE YEAR.			Excess of receipts over charges	Excess of charges over receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.	
			Subscriptions and donations.	Fees and fines.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
1	2	3	16	17	18	19	20	21	22	23	24	25	26	27
				Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
Government District School.	Bassein ...	1874	...	1,616 0 0	...	...	6,553 0 0	6,553 0 0	...	6,553 0 0	...	...	55 1 0	41 7 9
Ditto	Prome ...	1866	...	1,312 0 0	...	...	5,771 7 7	5,771 7 7	...	5,771 7 7	...	...	53 7 0	41 4 8
Ditto	Kyouk-hpyoo.	1837	...	622 12 0	...	...	4,524 4 2	4,464 4 2	60 0 0	4,524 4 2	...	...	107 11 6	92 14 3
Ditto	Sandoway ...	1876	...	535 0 0	..	...	6,767 12 11	4,167 12 11	2,600 0 0	6,767 12 11	...	...	151 0 11	138 8 1
Ditto	Shwe-gyeen .	1871	...	470 8 0	..	...	5,191 13 7	5,126 13 7	65 0 0	5,191 13 7	...	...	110 7 6	100 7 3
Ditto	Toungoo ...	1875	...	593 0 0	...	...	5,903 4 8	5,903 4 8	...	5,903 4 8	...	...	100 0 10	90 0 1
Ditto	Tavoy ...	1875	...	548 15 0	...	...	4,628 6 10	4,625 6 10	3 0 0	4,628 6 10	...	...	75 14 0	66 14 0
Ditto	Mergui ...	1871	...	468 0 0	...	...	5,353 9 5	5,353 9 5	...	5,353 9 5	...	...	92 4 10	84 3 9
Total ...	...	...	...	6,166 3 0	...	...	44,693 11 2	41,965 11 2	2,728 0 0	44,693 11 2	...	...	82 14 8	71 7 8

Statistics of Aided Schools of the Middle Class for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12
NAME OF INSTITUTION.	Locality	When established	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR 1876-77				Average daily attendance	Average number of pupils on the rolls monthly	NUMBER OF SCHOLARS ON THE 31ST MARCH 1877 LEARNING		Monthly rate of schooling fee.
			Burmese	Karens	Others	Total			English	Vernacular	
St Paul's Institution, R C M.	Rangoon	1860	92	2	270	364	320		364		Rs 2
Pegu High School, A B M	Ditto	1853	7	173	1	181	175	188	161	20	
Mr Sandys' Anglo-Vernacular School	*Ditto*	*1868*	*125*		*30*	*155*	*135*	*150*	*155*		*Rs. 1 & 2*
St Peter s Institution, R C M	Bassein	1861	40	50	34	124	110	117	106	18	Rs 1
S P G Mission Boys' School	Henzada	1867	46		25	71	55	63	71		Rs 1 & 2
St Patrick's School, R. C M.	Moulmein	1842	55		113	168	153	168	168		Rs 3 & 1
R C. Mission School	Toungoo	1866	24	43	33	100	77	87	70	30	Rs 1
S P G Mission School	Ditto	1874	50	13	37	100	71	93	100		Rs 1, 1-4, 1-8, & 2
S P G Mission School	Thayetmyo	1868	65		7	72	56	58	40	32	Rs. 1 & 8 annas
Total			504	281	550	1,335	1,152	924	1,235	100	

Statistics of Aided Schools of the Middle Class, &c.—(continued).

1	2	3	13	14	15	16	17	18	19	20
			Receipts.							
Name of institution.	Locality.	When established.	From Government.	Proceeds of endowments.	Local rate of assessment	Subscriptions and donations.	Fees and fines	Sale of books	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs A. P.
St Paul's Institution, R. C. M. ...	Rangoon ..	1860	2,000	...	..	295 0 0	6,100 0 0	200 0 0	...	8,595 0 0
Pegu High School, A. B. M.	Ditto ..	1853	2,000	170	..	7,316 5 10	...	.	600 0 0	10,086 5 10
Mr. Sandys' Anglo-Vernacular School...	*Ditto* ...	*1868*	*810*	.		..	*1,100 0 0*	..	..	*1,910 0 0*
St. Peter's Institution, R. C. M. ...	Bassein ...	1861	1,000	...	...	300 0 0	414 0 0	...	1,826 0 0	3,540 0 0
S. P. G. Mission Boys' School ...	Henzada ..	1867	960	..	...	50 0 0	719 0 0	105 0 0	.	1,834 0 0
St. Patrick's School, R. C. M. ...	Moulmein ...	1842	1,500	,	...	.	2,400 0 0	..	.	3,900 0 0
R C Mission School	Toungoo ..	1866	1,000	...	...	1,893 0 0	864 0 0	240 0 0		3,997 0 0
S. P. G Mission School	Ditto ...	1874	960	...	...	546 0 0	830 0 0	135 4 0	618 0 0	3,089 4 0
S. P. G. Mission School	Thayetmyo...	1868	600	...	...	...	...	...	..	600 0 0
Total ..	...	...	10,830	170	..	10,400 5 10	12,427 0 0	680 4 0	3,044 0 0	37,551 9 10

Statistics of Aided Schools of the Middle Class, &c.—(concluded).

1	2	3	21	22	23	24	25	26	27	28
			CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL		
NAME OF INSTITUTION.	Locality	When established.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	REMARKS
			Rs A. P.	Rs A. P.	Rs A. P.	Rs. A. P.	Rs. A. P.	Rs A. P.	Rs. A. P	
St Paul s Institution, R. C. M. ...	Rangoon ...	1860	7,415 0 0	925 0 0	8,340 0 0	255 0 0	.	26 1 0	6 4 0	
Pegu High School, A. B. M. .	Ditto .	1853	10,086 5 10	.	10,086 5 10	...	...	57 10 2	11 6 10	
Mr Sandys' Anglo-Vernacular School.	*Ditto* ...	*1868*	*1,800 0 0*	*100 0 0*	*1,910 0 0*	...	...	*14 2 4*	*6 0 0*	*School closed on 31st December 1876.*
St Peter s Institution, R C. M. ...	Bassein .	1861	3,540 0 0	..	3,540 0 0	...	. .	32 2 11	9 1 5	
S. P G Mission Boys' School .	Henzada ...	1867	1,835 0 0	155 0 0	1,990 0 0	..	156 0 0	36 2 11	17 7 3	
St Patrick's School, R. C. M. ...	Moulmein ..	1842	3,400 14 0	480 0 0	3,880 14 0	19 2 0	...	25 5 10	10 7 4	
R C. Mission School	Toungoo ..	1866	3,997 0 0	.	3,997 0 0	.	...	51 14 6	12 15 9	
S P G. Mission School ..	Ditto .	1874	2,508 4 0	673 14 0	3,182 2 0	.	92 14 0	51 13 9	13 8 4	
S. P G. Mission School ..	Thayetmyo ..	1868	600 0 0		600 0 0	...		10 11 5	10 11 5	Statistics incomplete.
Total .	...	..	35,182 7 10	2,343 14 0	37,526 5 10	25 4 0	.	32 9 2	9 6 5	

Statistics of Government Schools of the Lower Class for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year 1876-77.				Average daily attendance.	Average number of pupils on the rolls monthly.	Number of scholars on the 31st March 1877 learning though.		Monthly rate of schooling fee.	Receipts.				
			Burmese.	Karens.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions and donations.	Fees and fines.
												Rs. A. P.				Rs. A. P.
Govt. Cess Schools	Pegu ...	1873	32	...	3	35	28	34	35	...	8 As.	1,135 15 6	...	...	...	234 8 3
Ditto ..	Yandoon ...	1873	56	1	1	58	38	42	51	7	8 As.	1,088 0 0	...	..	...	332 0 0
Ditto ...	Pantanau ...	1873	41	3	1	45	45	43	34	11	8 As. and 4 As.	1,014 6 6	...	...	...	256 0 0
Ditto ...	Ngathinegyoung	1873	28	3	14	45	40	42	18	27	8 As. and 4 As.	1,319 4 0	...	..	...	208 12 0
Ditto ...	*Kyan-gheen ...	*1875*	*28*	...	..	*28*	*19*	*26*	*28*	...	*8 As.*	*1,126 2 9*	..	...	.	*108 0 0*
Ditto ...	‡Yay-gheen ...	1876	17	1	..	18	15	15	...	18	.....	465 0 0	..	...	...	
Ditto ...	Henzada ...	1873	62	...	1	63	69	76	..	63	6 As. and 3 As.	1,665 8 1	...	...	...	300 7 0
Ditto ...	Myanoung ...	1873	28	...	14	42	32	38	31	11	4 As. to 1 Re	1,460 2 0	...	...	...	303 8 0
Ditto ...	Shwe-doung ...	1873	15	...	7	22	27	30	19	3	Rs. 1 & 0 & 4 As	1,235 5 0	..	...	...	175 0 0
Ditto ...	Poungday ...	1873	47	...	8	55	50	60	36	19	8 As.	974 14 6	...	...	...	367 0 0
Ditto ...	Allanmyo ...	1873	15	...	4	19	19	...	4	15	8 As.	1,190 8 0	...	...	..	84 8 0
Ditto ...	Myo-houng ...	1874	21	...	...	21	15	17	21	...	8 As.	1,004 2 4	..	...	...	102 0 0
Ditto ...	Moungdoo ...	1873	25	...	7	32	26	29	31	1	4 As.	912 15 0	..	...	..	119 8 0
Ditto ...	Cheduba ...	1874	15	..	3	18	16	32	14	4	8 As.	1,320 0 0	..	...	...	78 0 0
Ditto ...	Thatone ...	1873	22	...	12	34	21	29	...	34	8 As. and 4 As.	1,039 12 0	...	...	..	246 8 0
Ditto ...	Cheoungzone ...	1874	28	...	6	34	36	44	22	12	8 As. and 4 As	1,232 5 5	..	..	...	200 8 0
	Total ...	..	480	8	81	569	496	597	344	225	.....	18,184 5 1	...	...	..	3,116 3 3

* School closed 28th February 1877.

‡ School opened 1st September 1876.

Statistics of Government Schools of the Lower Class, &c.—(concluded).

1	2	3	18	19	20	21	22	23	24	25	26	27	28
			Receipts			Charges					Annual cost of educating each pupil.		
Name of institution	Locality	When established	Sale of books	Other sources	Total.	Current	Extraordinary	Total.	Excess of receipts over charges	Excess of charges over receipts	Total cost	Cost to Government	Remarks
					Rs A. P	Rs. A. P	Rs A. P	Rs A. P			Rs A. P	Rs. A. P	
Govt Cess School	Pegu	1873			1,370 7 9	1,370 7 9	-	1,370 7 9			48 15 1	40 9 1	
Ditto	Yandoon	1873			1,420 0 0	1,420 0 0		1,420 0 0	..		37 5 10	28 10 1	
Ditto	Pantanau	1873			1,270 6 6	1,260 0 0	10 6 6	1,270 6 6			28 3 8	22 8 8	
Ditto	Ngathinegyoung	1873			1 528 0 0	1,528 0 0		1 528 0 0			38 3 2	32 15 8	
Ditto	*Kyan gheen*	*1875*			*1,234 2 9*	*1,234 2 9*		*1,234 2 9*			*64 15 3*	*59 4 4*	
Ditto	Yay gheen	1876			465 0 0	465 0 0		465 0 0			31 0 0	31 0 0	
Ditto	Henzada	1873			1,965 15 1	1,819 2 6	146 12 7	1,965 15 1			28 7 10	24 2 2	
Ditto	Myanoung ..	1873			1,763 10 0	1,724 3 0	39 7 0	1,763 10 0			55 1 9	45 10 0	
Ditto	Shwe-doung	1873			1,410 5 0	1,410 5 0		1,410 5 0			52 3 8	45 12 0	
Ditto	Poungday	1873	.		1,341 14 6	1,341 14 6		1,341 14 6	..		26 13 4	19 7 11	
Ditto	Allanmyo	1873			1,275 0 0	1,266 1 0	8 15 0	1,275 0 0			67 1 8	62 10 6	
Ditto	Myo-houng	1874			1 106 2 4	1,106 2 4		1,106 2 4			73 11 10	66 15 1	
Ditto ..	Moungdoo	1873			1,032 7 0	1,032 7 0		1,092 7 0	...		39 11 4	35 1 9	
Ditto	Chedubs	1874	.		1,398 0 0	1,398 0 0		1,398 0 0			87 6 0	82 8 0	
Ditto	Thatone	1873		.	1,286 4 0	1,080 0 0	206 4 0	1,286 4 0			61 4 0	49 8 2	
Ditto	Cheoungzone	1874	..		1,432 13 5	1,432 13 5		1,432 13 5		..	39 12 7	34 3 8	
	Total .				21,300 8 4	20,888 11 3	411 13 1	21,300 8 4			42 15 1	36 10 7	

Statistics of Aided English Girls' Schools for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year 1876-77.				Average daily attendance.	Average number of pupils on the rolls monthly.	Number of scholars on the 31st March 1877 learning through		Monthly rate of schooling fee.	Receipts.							
			Burmese.	Karens.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions and donations.	Fees and fines.	Sale of books.	Other sources.	Total.
												Rs.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.	Rs. A. P.
St. John's Convent and Orphanage, R. C. M.	Rangoon	1862	85	..	203	288	262	262	203	85	Rs. 2 & 5	*4,000	...	...	1,060 0 0	6,578 0 0	...	...	11,638 0 0
Diocesan Girls' School ...	Ditto	1864	...	...	37	37	28	35	37	...	Rs. 2, 3, & 5	1,000	...	..	348 0 0	1,227 0 0	111 10 0	...	2,686 10 0
Mrs. Halksworth's School.	Ditto	1869	.	...	40	40	35	40	40	...	Rs. 4	†300	...	...	...	1,660 0 0	96 0 0	..	2,076 0 0
Eurasian Home ...	Ditto	1875	.	...	40	40	20	25	40	...	Rs 2	360	...	...	1,335 2 0	262 8 0	16 0 0	90	2,063 10 0
St. Joseph's Convent, R. C. M.	Moulmein	1847	3	...	101	104	96	104	104	...	Rs. 3 to 5	1,500	...	...	132 0 0	4,020 0 0	...	370	6,022 0 0
St. Mary's School, Mayangone, R. C. M.	Ditto	1858	14	...	38	52	38	48	52	...	8 annas	200	...	...	...	185 0 0	...	...	385 0 0
Church of England Orphanage.	Ditto	1837	..	..	22	22	22	22	22	...	...	300	...	...	2,266 14 0	...	...	...	2,566 14 0
Total ...			102	..	481	583	501	536	498	85	..	7,660	...	...	5,142 0 0	13,952 8 0	223 10 0	460	27,438 2 0

* Includes a building grant of Rs. 2,000.

† Value of books and apparatus supplied.

Statistics of Aided English Girls' Schools, &c.—(concluded).

1	2	3	21	22	23	24	25	26	27	28
			Charges.					Annual cost of educating each pupil.		
Name of institution.	Locality.	When established.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	Remarks.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
St. John's Convent and Orphanage, R. C. M.	Rangoon.	1862	8,660 0 0	2,740 0 0	11,400 0 0	238 0 0	...	43 8 2	15 4 3	
Diocesan Girls' School ...	Ditto	1864	2,947 8 10	...	2,947 8 10	..	260 14 10	105 4 3	35 11 5	
Mrs. Halksworth's School	Ditto	1869	...	..		2,076 0 0	...	..	8 9 2	
Eurasian Home ...	Ditto	1875	1,968 0 0	257 14 0	2,225 14 0	..	162 4 0	111 4 8	18 0 0	Some of the pupils pay no fee, parents being too poor to afford it. The boarders are wholly destitute children.
St. Joseph's Convent, R. C. M.	Moulmein.	1847	5,952 0 0	...	5,952 0 0	70 0 0	.	62 0 0	15 10 0	
St. Mary's School, Mayangone, R. C. M.	Ditto	1858	408 0 0	...	408 0 0	...	23 0 0	10 11 9	5 4 2	
Church of England Orphanage.	Ditto	1837	2,278 14 0	338 8 0	2,617 6 0	...	50 8 0	118 15 6	13 10 2	
Total ...			22,214 6 10	3,336 6 0	25,550 12 10	1,887 5 2	...	50 15 11	15 3 11	

Statistics of Government Vernacular Girls' Schools for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
			Number of pupils on the rolls at the end of the year 1876-77.						Number of scholars on the 31st March 1876-77 learning through			Receipts.				
Name of institution.	Locality.	When established	Burmese	Karens.	Others.	Total.	Average daily attendance.	Average number of pupils on the rolls monthly.	English.	Vernacular	Monthly rate of schooling fee.	From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions and donations.	Fees and fines
												Rs. A. P				Rs. A. P
Government Vernacular Girls' School	Rangoon.	1873	58		37	95	64	95	.	95	8 annas.	1,857 1 3		.		552 0 0
Total	.		58		37	95	64	95	..	95		1,857 1 3				562 0 0

Statistics of Government Vernacular Girls' Schools for the year ending 31st March 1877—(concluded).

1	2	3	18	19	20	21	22	23	24	25	26	27
			Receipts.			Charges.					Annual cost of educating each pupil.	
Name of institution.	Locality.	When established.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total costs.	Cost to Government.
					Rs. A. P.	Rs. A. P		Rs. A. P.			Rs. A. P.	Rs. A. P.
Government Vernacular Girls' School ...	Rangoon.	1873	.	..	2,409 1 3	2,409 1 3	..	2,409 1 3	.	.	37 10 3	28 6 3
Total ...	...	...	..	..	2,409 1 3	2,409 1 3	.	2,409 1 3	...	...	37 10 3	28 6 3

Statistics of Aided Vernacular Girls' Schools for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12
NAME OF INSTITUTION.	Locality.	When established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF YEAR.				Average daily attendance.	Average number of pupils on the rolls monthly.	NUMBER OF SCHOLARS ON THE 31st MARCH 1877 LEARNING		Monthly rate of schooling fee.
			Burmese.	Karens.	Others.	Total.			English.	Vernacular.	
											Rs.
St. Mary's Girls' School, S. P. G.	Rangoon ...	1866 ...	68	...	32	100	72	112	33	67	
Kemendine Girls' School, A. B. M.	Ditto ...	1873 ...	93	3	4	100	88	88	...	100	
B. L. A. Girls' School, Poozoondoung	Ditto ...	1872 ...	29	...	8	37	24	36	...	37	
B. L. A. Girls' School	Prome ...	1871 ...	94	...	9	103	54	79	9	94	
**A. B. Mission Girls' School*	*Ditto* ...	...	...	...	...	...	...	...	...	...	
R. L. A. Girls' School	Thayetmyo ...	1871 ...	26	...	...	26	16	22	2	24	
A. B. Mission Girls' School	Henzada ...	1870 ...	37	...	...	37	34	34	...	37	
A. B. M. Auxiliary Girls' School	Ditto ...	1874 ...	..	..	..	...	..	..	...	..	
Morton Lane Girls' School, A. B. M.	Moulmein ...	1867 ...	102	2	2	106	94	102	...	106	
Five Ancillary Girls' Schools, A. B. M.	Ditto ...	1873 ...	134	...	...	134	111	155	...	134	
Total ...			583	5	55	643	493	628	44	599	..

* The school closed in November 1876.

Statistics of Aided Vernacular Girls' Schools, &c.—(continued).

1	2	3	13	14	15	16	17	18	19	20
			Receipts.							
Name of Institution.	Locality.	When established.	From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions and donations.	Fees and fines, &c.	Sale of books.	Other sources.	Total.
			Rs.	Rs. A. P		Rs. A. P.	Rs. A. P.	R. A. P.	Rs. A. P.	Rs. A. P.
St. Mary's Girls' School, S. P. G.	Rangoon .	1866 ...	500	.....	...	.....	.....	.....	5,207 15 2	5,707 15 2
Kemendine Girls' School, A. B. M. ...	Ditto ...	1873 ...	1,800	.....	...	4,179 0 0	.....	.....	.....	5,979 0 0
R. L. A. Girls' School, Poozoondoung ...	Ditto ..	1872 ...	240	.....	...	520 0 0	.....	2 4 0	284 1 6	1,046 5 6
R. L. A. Girls' School	Prome ...	1871 ...	*2,480	.....	...	406 0 0	72 0 0	36 7 0	.....	2,994 7 0
A. B. Mission Girls' School ...	*Ditto* ..	...	*144*	.....	...	.....	.....	.....	.....	*144 0 0*
R L. A. Girls' School	Thayetmyo ...	1871 ...	720	.....	...	877 0 0	.....	1 14 0	866 0 0	2,464 14 0
A. B. Mission Girls' School	Henzada ...	1870 ...	†1,700	.....	...	1,137 10 9	.....	.....	.....	2,837 10 9
A. B. M. Auxiliary Girls"School ...	‡Ditto ...	1874 ...	100	.....	...	.....	.....	.....	.....	100 0 0
Morton Lane Girls' School, A. B. M. ...	Moulmein ...	1867 ...	1,200	6,183 11 1	...	352 13 9	174 8 0	60 2 0	101 12 9	8,072 15 7
Five Ancillary Girls' School, A. B. M. ...	Ditto ...	1873 ...	1,560	240 0 0	...	240 0 0	.....	.....	31 12 10	2,071 13 10
Total ...			10,444	6,423 11 1	...	7,712 8 6	246 8 0	100 11 0	6,491 11 3	31,419 1 10

* Includes a building grant of Rs. 2,000.
† Includes a building grant of Rs. 1,200.
‡ No statistics received.

Statistics of Aided Vernacular Girls' Schools, &c.—(concluded).

1	2	3	21	22	23	24	25	26	27
			Charges.					Annual cost of educating each pupil.	
Name of Institution.	Locality.	When established.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
St. Mary's Girls' School, S. P. G. ...	Rangoon ...	1866 ...	5,347 1 10	337 9 0	5,684 10 10	23 4 4	.....	78 15 0	6 14 10
Kemendine Girls' School, A. B. M. ...	Ditto ...	1873 ...	5,518 6 3	1,654 0 0	7,172 6 3	.....	1,193 6 3	81 8 1	20 7 3
R. L. A. Girls' School, Poozoondoung ...	Ditto ...	1872 ...	720 0 0	326 5 6	1,046 5 6	.....	.....	43 9 7	10 0 0
R. L. A. Girls' School ...	Prome ...	1871 ...	2,040 0 0	413 0 0	2,453 0 0	541 7 0	.....	45 6 9	45 14 9
†*A. B. Mission Girls' School* ...	*Ditto* ...	...	*79 12 0*	.....	*79 12 0*	**64 4 0*	.....	.....	.....
R. L. A. Girls' School ...	Thayetmyo...	1871 ...	2,007 11 0	501 1 4	2,508 12 4	.....	43 14 4	156 12 8	45 0 0
A. B. Mission Girls' School ...	Henzada ...	1870 ...	2,099 6 6	663 8 0	2,762 14 6	74 12 3	.....	81 4 2	50 0 0
A. B. M. Auxillary Girls' School ...	Ditto ...	1874 ...	100 0 0	.....	100 0 0	.....	.....	.....	.....
Morton Lane Girls' School, A. B. M. ...	Moulmein ...	1867 ...	8,241 12 11	.....	8,241 12 11	.....	168 13 4	87 10 10	12 12 3
Five Ancillary Girls' Schools, A. B. M ...	Ditto ...	1873 ...	1,870 0 0	.....	1,870 0 0	201 13 10	.....	16 13 6	14 0 10
Total ...			28,024 2 6	3,895 7 10	31,919 10 4	.. .	500 8 6	64 11 11	21 2 11

* Refunded to Government. † The school closed in November 1876; no statistics forwarded.

Statistics of Aided Karen Normal Schools (Special Schools) for the year ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Name of Institution.	Locality.	When established.	Number of pupils on the Rolls at the end of the year 1877.				Average daily attendance.	Average number of pupils on the rolls monthly.	Number of scholars on the 31st March 1877 learning		Monthly rate of schooling fee.	Receipts.			
			Burmese.	Karens.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions and donations.
											Rs.	Rs. A. P.	Rs. A. P.		Rs. A. P.
Sgau Karen Normal School,	Bassein ...	1860	...	163	...	163	175	191	138	25	1	2,500 0 0	....	...	8,646 6 2
Pwo Karen Normal School,	Ditto ...	1868	...	77	1	78	76	87	...	78	...	1,000 0 0	.	...	2,838 9 3
Karen Normal School ...	Henzada	1856	...	74	...	74	67	72	...	74	...	1,000 0 0	..	...	1,302 0 9
Karen Normal School ...	Moulmein	1843	...	63	1	64	63	69	1	63	...	960 0 0	....	...	789 2 9
Karen Normal School. Bghai Department ...	Toungoo	1872	...	170	...	170	93	95	...	170	...	*950 0 0	. ..	...	1,966 10 0
Karen Normal School. Paku Department ...	Ditto ...	1860	2	107	3	112	98	102	23	89	...	700 0 0	....	.	509 5 0
Karen Mixed Normal School.	Tavoy	...	..	10	10	20	16	16	..	20	...	†448 8 0	..	...	.....
Total ...	...	...	2	664	15	681	588	632	162	519	...	7,558 8 0	..	...	16,072 1 11

* Includes a special grant of Rs. 250 for books and apparatus.
† Renewal of lapsed grant of 1875-76.

Statistics of Aided Karen Normal Schools, &c.—(concluded).

1	2	3	17	18	19	20	21	22	23	24	25	26	27
			Receipts—(concluded).				Charges.					Annual cost of educating each pupil	
Name of institution.	Locality.	When established.	Fees and fines.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
			Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Sgau Karen Normal School,	Bassein...	1860	3	...	1,396 5 1	12,542 11 3	12,458 14 10	...	12,458 14 10	83 12 5	...	71 3 1	14 4 6
Pwo Karen Normal School,	Ditto ...	1868	...	...	...	3,841 9 3	3,841 9 3	...	3,841 9 3	...	...	50 8 9	13 2 6
Karen Normal School ...	Henzada	1856	...	9 10 0	...	2,311 10 9	2,336 0 9	...	2,336 0 9	...	24 6 0	34 13 10	14 14 9
Karen Normal School ...	Moulmein	1843	...	...	1,146 10 9	2,895 13 6	2,671 7 0	112 5 6	2,783 12 6	112 1 0	...	44 11	15 3 9
Karen Normal School. — Bghai Department ...	Toungoo	1872	...	12 2 0	...	2,948 12 0	3,502 7 4	500 0 0	4,002 7 4	...	1,053 11 4	43 0 7	10 3 5
Karen Normal School. — Paku Department ...	Ditto ...	1860	...	...	293 13 6	1,503 2 6	1,460 1 3	...	1,460 1 3	43 1 3	...	14 14	7 2 3
Karen Mixed Normal School.	Tavoy ...	...	...	...	520 0 0	968 8 0	968 8 0	...	968 8 0	...	...	60 6	28 0 6
Total ...	.....	...	3	21 12 0	3,356 13 4	27,012 3 3	27,239 0 5	612 5 6	27,851 5 11	...	839 2 8	47 5 10	12 13 8

Name	When established	Object	Income from 1st April 1876 to 31st March 1877				Number of visitors from 1st April 1876 to 31st March 1877.				Registered or not.
			From Government	Endowment	Subscriptions	Total	Males	Females	Juveniles.	Total	
			Rs		Rs.	Rs					
Rangoon Literary Society	1857.	To afford facilities for mental culture	300		2,745	3,045	120	.	. .	120	Not registered.

Rules for the provision and maintenance of Government school buildings. Dated 15th August 1877.

Maintenance of buildings.

ALL buildings occupied by Government schools of the higher and middle class are kept in repair by the officers, and with the funds, of the Public Works Department. Buildings occupied by schools of the lower class are kept in repair by the Education Department.

Procedure in meeting the requirements of higher and middle class schools

2. Applications for new buildings, or for extensive alterations to existing buildings, should be made in the first instance to this office for approval. If approved, they will be forwarded direct to the Public Works Department.

3. In the case of repairs or petty works, Head Masters of schools will address the local executive officer of the Public Works Department, who will prepare and submit to his departmental superior the estimates required to carry out the works applied for. In such cases no reference to this office is necessary.

4. At stations where no Public Works Officer is appointed, applications for petty work or repairs should be made by the Head Master to the Deputy Commissioner, by whom an annual general estimate is prepared, and who is furnished by the Public Works Department with the necessary funds.

Petty works and repairs emergently required, and not already included in the Deputy Commissioner's estimate, may be carried out under that officer's authority, estimates for *ex post facto* sanction being sent through him to the Public Works Department.

Procedure in the case of Government cess schools.

5. Applications for new buildings, or for extensive alterations to existing buildings, should be submitted by the local Sub-Committee to the President of the District Committee of Public Instruction for approval and transmission to this office.

6. Petty works or repairs may be carried out on the authority of the President of the Sub-Committee, bills for such charges being submitted to the President of the District Committee of Public Instruction, on whose countersignature they will be payable at the District Treasury without reference to this office.

Rules for the management of the Government Book Depôt Dated 20th October 1876.

1. THE Book Department consists of a Central Depôt at RANGOON, under a Curator, and agencies in the several districts. The Agents are appointed by the Director of Public Instruction, and are usually the Head Masters of Government Schools or Deputy Inspectors of Schools.

2. The Curator and Agents will, on 31st March in each year, take a full and correct inventory of all stock in their hands belonging to the Book Department, including books, maps, stationery, &c.

3. There will be a half-yearly inspection of every agency, and a report of each inspection will be furnished, in duplicate, to the Director of Public Instruction through the Curator in Form J. The return

will be signed by the Agent as well as by the examining officers. The District Committee or Local Sub-Committee of Public Instruction will nominate two of their number to audit the stock and certify to its correctness. The Director of Public Instruction will nominate auditors of the stock of the Central Depôt.

4. Accounts will be kept by the Curator and Agents in the following manner:—After taking an inventory on the 31st March, the stock returned on the 1st April will be considered as on hand on that date. Any other stock that may subseqently be required will be indented for in Form F., which will be signed by the President of the District Committee or Local Sub-Committee of Public Instruction, and forwarded to the Curator. On receipt of the indent, the Curator will add to it his own remarks, and submit the same to the Director for orders. On receiving back the indent, the Curator will proceed to supply such stock as has been sanctioned, of which he will also send a detailed list in Form G. This Form will be sent in duplicate, and, after signing the receipt at the foot, the local Agent will return the original to the Curator, retaining the duplicate as a record. The duplicates will be filed together at the local Agency, and will formt he vouchers for the Stock-register.

5. A Day-book in Form B. will be kept at all agencies; in it will be entered the transactions of each day, including sales, books sent out to Agents, books given away gratuitously, &c. In addition to this will also be kept a Register of Stock received in Form A.

The Curator will keep a Cash-book (Form H.) of all moneys received and paid in his office; in this will also be included the particulars of expenditure on account of contingencies. These books will be posted up at the end of each day, and on no account will a failure in this respect be overlooked.

6. The Depôt charges a commission of 25 per cent. on all sales,—20 per cent. to be paid to Agents, and five per cent. to cover packing and transmission charges. The *gross* amount of sale proceeds realized will be at once paid into the local Treasury to the credit of the "Government Book Depôt," a Treasury receipt being obtained for the amount in each case. Where there is no Treasury Officer, the money will be paid to the resident Assistant Commissioner, who will grant a receipt for it. Commission to Agents is chargeable only on the *cost* price of articles, and a bill for the same must be submitted for audit through the Curator in Form K. The bill will not be passed for payment unless it is accompanied by the monthly return to which it refers, and the Treasury or Assistant Commissioner's receipt.

7. Each Agent will submit to the Curator a monthly return in duplicate in Form C., and the duplicate copy will be checked by the Curator and returned to the Agent.

In the compilation of returns to be submitted by the local Agents, the following regulations will be observed:—In column 3 will be shewn the balance on hand on the last day of the month previous to that for which the return is prepared. Column 4 refers to the stock received during the month, which can be ascertained from the Stock-register. The details for entry in columns 6, 7, 8, and 9 will be taken from the

Day-book ; the difference between columns 5 and 10 will be the balance at the end of each month, and will appear in column 11. In the column of remarks will be noted the numbers and dates of the advices received, &c.

8. The Curator's monthly return (Form D.) will be prepared in a similar manner. On receipt of the returns from the Agents, the Curator will check them with his own accounts, taking care to observe that treasury receipts are sent in support of every payment. On satisfying himself as to the correctness of these returns, he will certify to the fact on them, and return the duplicate for file at the agency. He will then summarize the monthly returns in Form E., which with his own monthly return will be submitted to the Director. Any irregularity in the submission of the returns, or discrepances which he may find therein, will be at once brought to notice by the Curator.

9. The Depot and its agencies will always be open to the inspection of members of the District Committee of Public Instruction, and the Inspector of Schools, who should, whenever practicable, examine the state of the stock and accounts.

10. Neither the Curator nor his Agents will make any purchase of stock without the previous sanction of the Director of Public Instruction.

11. The Director of Public Instruction will in every instance fix the prices at which books, &c., are to be sold, which will be communicated to the Curator, and by him to the local Agents. The Curator will specially see that these prices are maintained throughout. Any instance of books, &c., being sold for less or more than their fixed value will be brought to the notice of the Director.

12. Books or other articles in stock at the Central Depôt or any agency will never be lent on inspection, unless under the special orders of the Director.

13. The Director or Inspector of Schools may from time to time authorize a gratuitous supply of books, &c., to deserving persons, or for local distribution. In such cases, the transaction will be noted in the Day-book, and the authority quoted in the column of remarks. The original order of the Director or Inspector of Schools will accompany the monthly returns. On no account will books be given away gratuitously, except on receipt of written orders signed by the Director or the Inspector of Schools.

14. The Director may also authorize any Agent to purchase books direct from the Calcutta School Book Society, or in the local market. Such purchases will be included in the Depot stock on hand, and the transaction will be reported to the Curator.

15. Where any Agent is also Agent to the Calcutta School Book Society, care must be taken to keep the accounts of the Society and the Book Depot quite distinct. Any sales on account of the society will not be included in the Government sales or the returns of the Depôt agency.

16. The Curator of the Central Depot is responsible for the punctual submission and correctness of the accounts, not only of his own office, but also of those of the several agents.

17. Remissness or neglect in the keeping of these rules will render an Agent liable to loss of commission or appointment.

18. Books and forms of account can be had on appliation to the Curator of the Central Depôt, Rangoon.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, BRITISH BURMA.

NOTIFICATION.

Dated Rangoon, the 28th October 1876.

No. 33.—THE following rules have received the sanction of the Chief Commissioner in supersession of all previous rules for the guidance of District Committees of Public Instruction :—

Revised rules for the guidance of District Committees and Local Sub-Committees of Public Instruction in British Burma.

1. A DISTRICT Committee of Public Instruction is composed of the Deputy Commissioner, the Assistant Commissioner, the Civil Surgeon, and the Town Magistrate, as *ex-officio* members, with any other official or non-official residents who may be appointed by the Chief Commissioner.

Constitution of the Committee.

Besides these, the Commissioner of the Division, the Director of Public Instruction, the Head Master of the Government District School, and the Deputy Inspector of Schools in the same district, are *ex-officio* members.

2. The Deputy Commissioner is *ex-officio* President of the Committee, and the Commissioner of the Division is an *ex-officio* member of every District Committee within his division.

Subject to the confirmation of the Chief Commissioner, the Secretary is appointed by the Director of Public Instruction on the nomination of the President of the District Committee.

3. Should the members of a Committee wish to add any person to their number, they will apply to the Chief Commissioner, through the Director of Public Instruction, stating the profession and social position of the nominee, and the reasons for his nomination.

4. The duties of a District Committee are two-fold,—(1) to supervise the Government District School,* and (2) to supervise the general administration of the Educational Cess Fund of the district. In neither case is it intended that the Committee shall relieve the departmental officers of their proper responsibility. The function of a Committee, as laid down in the following rules, is to supervise, so far as lies in their power, the working of the system and establishments provided and maintained by the Education Department, to watch over the educational interests of the district, and to represent its requirements to the Education Department.

*This does not apply to Rangoon.

Supervision of Government District Schools.

5. The ordinary current business of the Government District School will be conducted by the Head Master, under the general direction and control of the Committee, and in accordance with the rules and practice of the Education Department. The Head Master will forward to the Director of Public Instruction the usual monthly and quarterly returns.

6. For the despatch of business relating to the Government District School, the Committee will meet as often as necessary, but not less frequently than once a quarter. On the occasion of each quarterly meeting, the accounts of the school as kept by the Head Master, together with other matters relating to the past quarter, will be examined by the Committee, and the result reported to the Director of Public Instruction.

7. Some member of the Committee, not being the Head Master of the Government District School, will be appointed visitor to the school for one month in rotation, and notice will be sent to each member, in his turn, by the Secretary. Such visitor will be expected to visit the school once at least during his month of office, and to enter in a Visitors'-book, to be kept for the purpose, any remarks or suggestions which he may consider necessary. The book will be open to the inspection of the masters, and will be laid before each meeting of the District Committee.

8. In examining pupils or classes of a school, members of the Committee will, as far as possible, refrain from disturbing the regular course of instruction, and will generally confine their questions to the subject on which the class may be engaged. Any remarks regarding the management of the class or the conduct of the master will be reserved for entry in the Visitors'-book. The Head Master is not bound to act on the suggestions of an individual member, but will refer the matter for the consideration of the Committee at the next meeting.

9. The Head Master must conform to the instructions of the District Committee as conveyed to him by the President, against the continuance of which, however, he may appeal to the Director of Public Instruction.

10. The ordinary management of a Government school is regulated by the Eucation Department; but in matters apart from the ordinary current business of the school, the District Committee has the power to issue such orders as may seem necessary, the orders being reported to the Director of Public Instruction, and subject to his confirmation.

11. The annual examination of the school, for the object of deciding on the promotions to be made, and on the bestowal of the annual prizes, will be conducted on paper by the Head Master, and the Committee will appoint one or more of its members to be present in turn throughout the examination. Each class will be thoroughly examined by him in all its subjects. On the last day the school will be examined *vivâ voce*, when other members of the Committee should, if possible, be present, and should put questions to the boys. The written answers to the examination questions will be open to the

inspection of members of the Committee, who will accord their sanction, or otherwise, to the decision of the Head Master as to the bestowal of the annual prizes.

12. The report for the school for the calendar year will be drawn up by the Head Master, but the report will not be forwarded to the Director of Public Instruction until it has been approved and passed at a meeting of the Committee, and such approbation has been attested by the signature of the President. The report should reach the Director of Public Instruction by the 31st January. The report will be founded on the observations of visiting members, the personal experiences of the Head Master, and the results of the examination; it will show the receipts from local donations or endowments, the estimation of the school by the native public, the state of the school property, and all other matters affecting the institution.

13. The President of each District Committee, or other officer whom he may depute for the purpose, will be responsible that the examinations for the Government scholarships are conducted in strict accordance with the rules laid down by the Education Department. He will also be responsible that the examination for certificates of proficiency in the course of studies prescribed by Government for the High Schools of this province are properly conducted in the absence of the Director of Public Instruction, or other officer in the Education Department whom the Director may depute for that purpose.

Administration of the Educational Cess Funds.

14. On the 1st September in each year, the President of the District Committee will forward to the Director of Public Instruction an estimate of the receipts of his district for education from the five per cent. cess for the ensuing official year.

15. The Director of Public Instruction will allot the amount of each estimate under the budget headings noted below, and will return a statement of the allotment to the President of the District Committee, who will frame accordingly that portion of his Local Funds budget estimate.

16. The headings under which the Educational Cess Funds will be expended are—

Inspection.

Deputy Inspectors of Schools.	Contingencies.

Government Cess Schools.

Teachers and others.	Contingencies.
Servants	Prizes.
House-rent.	Construction and maintenance of building.

Aided Private Schools.

Head teachers.	Rewards to teachers.
Assistant teachers.	Ditto to pupils.
Contingencies.	Buildings and furniture.

Miscellaneous.

Special prizes.	Primary scholarships.
Examiners in land-measuring	

17. The President of the District Committee has authority to make advances to Deputy Inspectors on account of prizes for indigenous schools, and to pass all bills, whether for contingencies or other

charges on account of cess schools, Government and aided, which will be paid at the District Treasury on his countersignature.

18. All bills, after countersignature by the President, will be submitted for audit direct to the Accountant-General.

19. Receipts from fees, &c., received at the Government Cess Schools will be paid in to the credit of the cess in each district.

20. The Deputy Inspector of Schools in each district will be directly under the orders of the President of the District Committee of Public Instruction, and will on each occasion of going on tour report his departure and return to the President. On arrival at, or departure from, a sub-divisional head-quarters, the Deputy Inspector will report himself to the resident Assistant Commissioner or Extra Assistant Commissioner.

Local Sub-Committees.

21. For the supervision of Government Cess Schools, local Sub-Committees are appointed, the resident Assistant Commissioner or the Extra Assistant Commissioner being *ex-officio* President and Secretary to the local Sub-Committee. The selection of the members of each Sub-Committee rests with the President of the District Committee, subject to the approval of the Director of Public Instruction.

22. The President of a local Sub-Committee has authority to pass the monthly contingent bills of Government Cess Schools; but bills for other special charges require the countersignature of the President of the District Committee.

23. Applications for leave of absence from masters in Cess Schools may be disposed of by the President of the District Committee, and reported subsequently to the Director by the Secretary to the Committee.

24. General instructions for the management of Government Cess Schools are issued by the Education Department, but all minor questions affecting such schools, on which orders are required either by the masters or the Deputy Inspectors, will be disposed of by the President of the District Committee, whenever possible, without reference to the Director, the measures adopted being from time to time reported to the Director by the Secretary to the Committee, and subject to his approval.

Government Book Depôt agencies.

25. The agencies of the Government Book Depôt in each district will be under the general supervision of the District Committees and Sub-Committees of Public Instruction in accordance with the rules for the management of the Book Depôt.

NOTIFICATION.

No. 41.—The 27th January 1877.—The following result of the annual examination for Anglo-Vernacular Entrance Scholarships is published under the authority of the Departmental Board of Examiners. The names of the candidates elected to scholarships are printed in italics.

Entrance Scholarship Examination, 1876.

Marks obtained by Candidates.

Names	Subjects						Remarks
	Burmese	English	History and Geography	Arithmetic and Mensuration.	Pali (optional)	Total.	
Maximum	100	100	100	100	100	500	
Government High School, Rangoon							
Moung Hpo Nyain	68	72	83	78	81	382	
Moung *Tha Din*	73	68	75	70	85	371	
Moung Myit	65	62	53	84	91	355	
Moung *Hpo Nyoon*	73	60	64	89	60	346	
Moung *Nay Doon*	55	60	62	59	85	321	
Moung Hpo Thain	55	46	46	62	90	299	
W E Mack	51	70	70	96		289	
Nursimooloo	48	60	63	96		287	
S Minus	40	55	48	71		214	
S M Minus	37	46	40	47		170	
Government School, Akyab							
Tha Do Khine	70	62	94	100		326	
Moung Shan Oo	79	49	92	100		320	
Htun Phroo	62	58	94	100		314	
Tha Shue Oo	58	44	84	97		283	
Loon Seing	63	46	86	71		266	
Government School, Moulmein							
Ah Syoo	78	74	78	96	48	374	* The Examiner reports that these are superior to the Rangoon candidates in Pali, which, however, is an optional subject The latter are marked higher, because examined and marked for *viva voce* in addition to written examination
Ah Layoung	80	74	80	78	45	357	
Tha Nyo	66	60	56	88	48	318	
Shwe Hnine	67	43	62	96	45	313	
Ah Kain	60	36	65	94	40	295	
Shwe Goon	52	37	43	77	47	256	
Shwe Too	46	30	42	70	45	233	
Government School, Prome							
Moung Moung	69	26	23	87		205	
Moung Kyah	49	23	14	76		162	
Moung Nyoon	49	26	18	46		139	
Moung Hpo Tsait	37	27	10	56		130	
Moung Myah	46	22	24	34		126	
Moung Kho	39	15	17	13		83	
Moung Shan Gyee	41	21	15	4		81	
Moung Hpay	30	4	10	12		58	

Marks obtained by Candidates, &c.—(concluded).

NAMES.	SUBJECTS.						REMARKS.
	Burmese.	English.	History and Geography.	Arithmetic and Mensuration.	Pali (optional).	Total.	
Maximum ..	100	100	100	100	100	500	
Government Cess School, Shwe-doung.							
Moung Hpo Khin	30	10	18	8	...	66	
Tsan Hpay	37	5	...	24	.	66	
Moung Hpo Tha	24	5	...	24	.	53	
Government School, Bassein.							
Neo Htoon	35	50	65	92	15	257	
Hpo Tsine	47	51	43	47	...	188	
Government School, Kyouk-hpyoo.							
Abdool Soffee	21	37	33	46	...	137	
Htoon Oo	24	39	24	34	15	136	
Nga Aye	22	31	7	60	10	130	
Tha Htoon	27	22	7	36	15	107	
Thoon Tsan Oo	27	26	6	24	10	93	
Abdool Salleem	26	34	22	..	10	92	
Abdool Rahman	33	26	1	12	15	87	
Tha Oung	22	37	7	...	10	76	
S. P. G. School, Toungoo.							
Jaganathan	36	28	19	32	...	115	
Abdool Raheem	59	55	51	24	...	189	
Somasoondrum	48	50	38	48	...	184	
Annamalay	57	46	38	24	..	165	
Kanakiah	37	39	37	42	...	155	
R. C. School, Toungoo.							
Moung Hpo Tsah	72	66	58	71	.	267	
Nga Pyan	49	57	18	24	..	178	